



Transnational education in China: perspective on curriculum design and delivery

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**Transnational education in China:
perspectives on curriculum design and delivery**

Min Tang

A thesis submitted in partial fulfilment of the requirements of
Sheffield Hallam University
for the degree of Doctor of Philosophy

February 2021

Candidate Declaration

I hereby declare that:

1. I have not been enrolled for another award of the University, or other academic or professional organisation, whilst undertaking my research degree.
2. None of the material contained in the thesis has been used in any other submission for an academic award.
3. I am aware of and understand the University's policy on plagiarism and certify that this thesis is my own work. The use of all published or other sources of material consulted have been properly and fully acknowledged.
4. The work undertaken towards the thesis has been conducted in accordance with the SHU Principles of Integrity in Research and the SHU Research Ethics Policy.
5. The word count of the thesis is 80273.

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Date	<i>February 2021</i>
Award	<i>The degree of Doctor of Philosophy</i>
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Abstract

Over the last several decades, transnational education (TNE) has been the fast-growing segment within higher education sectors. Despite development, previous studies focus more on the macro-level of TNE from the perspective of foreign awarding higher education institutions with the view of export-oriented internationalization of higher education. Little research has been conducted at the micro-level from the perspective of Chinese receiving higher education institutions with the thought of internationalization at home. An in-depth case study was undertaken to provide evidence-based research, investigating the impact of Chinese TNE policy and regulation changes, institutional responses, and teachers' and students' perspectives on TNE curriculum design and delivery in China. It remains a core issue within the TNE structure and TNE Quality Assurance.

The multiple case studies were carefully chosen considering different foreign providers, delivery models, qualification levels, and disciplines in different types of Chinese receiving higher education institutions. The research used the mixed methods to collect qualitative data from the semi-structured interviews with twelve senior managers, thirteen teachers from the foreign awarding, and Chinese receiving higher institutions. A quantitative survey with 294 students and follow-up interviews with eight voluntary students in three case institutions were conducted to explore students' voices on the TNE curriculum and pedagogy. It allows for diverse and dynamic experiences and perspectives, which remains a gap in the research of TNE development in China.

The research makes several contributions to the knowledge of TNE: Theoretically, it expands globalization theories, particularly push-pull theory, by adding the regional, institutional, and individual factors to conceptualize the mobility of TNE programmes and students. Methodologically, it is an in-depth case study of TNE in China, providing profound knowledge of different types of TNE curriculum design and development. It distinguishes this research from the existing Chinese TNE research, which mainly uses the quantitative method. Empirically, it provides a systematic and updated critical policy review of the Chinese TNE policies and regulations and their influence on TNE development in China. It contributes to the TNE research a baseline dataset including quantitative and qualitative data identifying implications of different geographical locations, qualification levels, academic disciplines, TNE models, foreign awarding institutions on the TNE curriculum design and delivery.

The study concludes significant influences over TNE curriculum design and delivery in China at different levels nationally, regionally, institutionally, and individually. TNE curriculum development should be contextualized considering different social, political, economic, cultural, and higher education backgrounds. The thesis finally suggests the need for future research on the TNE curriculum and delivery quality, regarding it as the core issue in TNE development.

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List of Abbreviations and Acronyms

CEAIE	China Education Association for International Exchange
CFCRS	Centre of Research on Chinese-Foreign Cooperation in Running Schools
CET	College English Test
DAAD	Development and The German Academic Exchange Service
ECE	Early Childhood Education
ECTS	European Credit Transfer and Accumulation System
EIE	Electronic Information Engineering
GPA	Grade-point average
GATS	General Agreement on Trade in Services
HE	Higher Education
HEI	Higher Education Institution
IELTS	The International English Language Testing System
IET	International Economics and Trade
INQAAHE	International Network for Quality Assurance Agencies in Higher Education
MoE	Ministry of Education
MBA	Master of Business Administration
NCEE	National College Entrance Exam
OECD	Organization for Economic Co-operation
PDE	Provincial Department of Education
PETC	Practical English Test for Colleges
PRC	People's Republic of China
QA	Quality Assurance
QAA	The Quality Assurance Agency for Higher Education
TNE	Transnational Education
TOEFL	Test of English as a Foreign Language
UNESCO	United Nations Education, Scientific and Cultural Organization
WTO	World Trade Organization

Chapter 1 Introduction

1.1 The rationale for the research

1.1.1 Personal background

I worked in the Office of International Cooperation and Exchange in a public university in China. I was responsible for applying for two TNE programmes on Early Childhood Education (ECE) and Accounting. My understanding of transnational education (TNE) developed from scratch during my preparation for the application documents. At first, because I misunderstood TNE as one form of students' exchange activity, I elaborated the qualifications of ECE and Accounting courses in my University in the application form for provincial approval of the establishment of the TNE programmes. Then, I received the Provincial Department of Education (PDE) feedback to revise the application documents. PDE required more detailed descriptions about the ratio of the foreign modules in the TNE curriculum and the number of foreign teaching staff responsible for them. I then realized that TNE was in-depth institutions' partnership and teachers' collaboration in qualification courses instead of students' exchange activity. Furthermore, TNE curriculum design and delivery played a vital role in PDE's decision on whether the TNE programmes could be approved to be established or not. Finally, when the TNE programme on ECE was approved, and the other one on Accounting was not, I understood that the subject area also mattered in PDE's approval to establish the TNE programmes.

In the TNE programme on ECE, I worked as a coordinator, responsible for daily management and communication of teaching and students' affairs between my University and the Canadian awarding institution. Such a functional role enabled me to hear the voices from both sides. I found that they sometimes held quite the opposite opinions towards the same issues in the TNE programme. When more

and more problems emerged resulting from different views and practices, it usually took me great effort to negotiate and communicate with each other. My frustrations from negotiation motivated me to explore the in-depth reasons behind these challenges in institutions' partnership and teachers' collaboration.

In the meantime, I often heard students' disappointment and their parents' complaints about the TNE programme. Students in the TNE programme felt it unfair because they were required to restudy the module if they failed in the final exams, while students in the other courses in my University could have one more chance to make up tests. In addition, they found the ECE modules from the Canadian awarding institution were incompatible in the Chinese context, making them less competitive in the local ECE job market. Knowing students' different understandings from the senior managers when they designed the TNE programme, I began doubting the significance of the TNE programme and wondered whether the TNE curriculum was designed to train students to study and work in China or overseas.

Until 2012, I visited the Canadian awarding institution with one senior academic manager and two ECE teachers. During my three-week staff training there, we were invited to attend executive meetings and educational seminars. We observed teachers' face-to-face and online lectures with students at different campuses. We also visited the kindergartens and primary schools of different types, where students who graduated from the Canadian awarding institution worked. I also found the striking differences between the TNE programme in my University and the ECE course in the Canadian awarding institution regarding administration mechanism, curriculum contents, teachers' pedagogies, and students' learning and working experiences. Reflection on the staff training experience in Canada further intensified my confusion about the TNE programme: Why did everything change when the Canadian ECE course was introduced into

the TNE programme? Why were there some many challenges for the TNE programmes in the Chinese context? Did the other TNE programmes have the same challenges as the TNE programme in my university? All these questions and doubts arising from my working experience led me to research TNE in China.

1.1.2 Context for the research

TNE is defined as ‘the delivery of higher education in a different country from the one where the awarding/overseeing institution is based’ (British Council, 2014, p.6), a form of the export-oriented internationalization of higher education (HE) (Altbach and Knight, 2007; Beerkens, 2002; Ziguras, 2003; Knight, 2004). However, the Chinese Ministry of Education (MoE) regulates that TNE activities in China should be implemented ‘between foreign educational institutions and Chinese educational institutions within the territory of China to provide education service mainly to Chinese citizens’ (MoE 2003, p.1). MoE’s regulation (2003) indicates the Chinese government’s interests in ‘internationalization-at-home’, aiming to attract high-quality foreign educational resources to enhance the quality of domestic higher education and prevent the phenomenon of brain drain (Mok and Han, 2016a).

The advent and maturity of globalization have accelerated a globally open higher education over the past decades. As a global phenomenon, TNE emerged as a form of cross-border education, along with the growth in information and communication technology, the rising awareness of international cooperation, and the development of global markets (Green, 2006). Education became a tradable product in the World Trade Organization (WTO) and General Agreement on Trade in Services (GATS), which triggered the foreign higher education institutions’ (HEIs) interests of ‘going abroad’ (Anandakrishnan, 2011). It has been a multi-billion dollar industry (Alderman, 2001) as international higher education

trade, accounting for 3% of global service exports (Vincent-Lancrin, 2005).

Since the 1990s, China has become one of the most promising markets and biggest receiving countries of TNE (Yang, 2008; Lei, 2008). Until March 2016, there had been altogether 73 TNE institutions and 1100 TNE programmes in 414 Chinese HEIs in 28 of 34 provinces, in partnership with 611 foreign partner institutions from 35 countries and regions (MOE, 2016). Since then, TNE in China has kept developing under the guidance of Chinese MoE. According to the Center of Research on Chinese-Foreign Cooperation in Running Schools (CFCRS, 2019), up to June 2019, there have been 2,431 TNE institutions and TNE programmes in China, 90% of which are qualification courses awarding diploma, degree or above. About 600,000 students are currently studying in TNE, and more than 2 million students have graduated from the TNE institutions and programmes (ibid). Two hundred courses in eleven subject areas, including Economics, Laws, Education, Literature, History, Science, Engineering, Agriculture, Medicine, Management, and Art, are conducted in more than 700 Chinese receiving institutions with more than 800 foreign awarding institutions from 36 countries and regions throughout the world (ibid).

The development of TNE worldwide and nationwide should be carefully analyzed because it is dynamic and quite different from traditional higher education in all aspects, such as the global backgrounds, national motivations, institutional partnerships, and modes of teaching and learning. Previous studies of TNE focused more on the foreign awarding countries who provided TNE than the receiving countries (British Council, 2014; Mellors-Bourne, Fielden, Kemp, Middlehurst and Woodfield, 2014). However, research only from the perspective of foreign awarding countries of TNE is not sufficient to depict the holistic development of TNE in the receiving countries (Knight, 2016, Qin and Alice, 2016). Recent years have witnessed growing research on TNE in China at the

national level, such as general introduction or overview, or specific TNE trends (Huang, 2007; Welch, 2015; Yang, 2014) and TNE policies, regulations and governance (Tang and Nollent, 2007). However, the TNE curriculum is still one of the most significant gaps in TNE research (Zeng, 2016; Ding, 2018), whose quality is the key to the success of TNE activities (Lin, 2012).

Curriculum in the context of TNE refers to the 'ensemble of content, assessment, and didactics' (Waterval et al., 2016, p.279). Curriculum content, TNE pedagogy, and students' learning experiences are three integrated elements of the TNE curriculum (Stark and Lattuca, 1997; Campbell and Van der Wende, 2000). Both awarding and receiving institutions strive for the compatibility of curriculum and students' learning experiences in the curriculum partnership (Knight, 2006). Generally, China aims to incorporate high-quality academic modules from TNE provider countries and core teaching content from the Chinese curriculum into the TNE curriculum (Guo, 2016). Previous research investigated the challenges and measures from the perspectives of foreign awarding institutions (Waterval et al., 2017), focusing on a single institution and a single discipline (Leask and Bridge, 2013). However, the receiving countries' and institutional perspectives should also be paid enough attention as the issues identified on one side can only be bridged with the responses and approaches on the other side (Knight and MaNamara, 2015).

1.2 Research aims

My PhD study aims to explore different perspectives on lived TNE curriculum development in China for the following objectives:

Objective 1: to review the impact of Chinese TNE policies and regulations on the TNE curriculum development.

Objective 2: to explore different institutional responses to the TNE policy changes, as reflected in the TNE curriculum design and delivery.

Objective 3: to investigate teachers' roles in the TNE curriculum design and delivery.

Objective 4: to identify students' perspectives on the TNE curriculum design and delivery.

1.3 Significance of research

So far, almost all the codes of good practice or guidelines have placed the awarding countries and institutions in the dominant and controlling position (Smith, 2010). Inevitably, there may be a risk of being misinterpreted as educational imperialism and neo-colonialism (Bodycott and Walker, 2000). An in-depth investigation about TNE curriculum design and delivery at the national, institutional, and individual level, mainly from the perspectives of TNE receivers, makes original contributions to TNE research both theoretically and empirically, presenting institutional and individual TNE experiences in the Chinese context.

1.3.1 TNE policies and regulations

Although the receiving institutions have been given more autonomy since higher education reform in China, TNE is encouraged but still highly guided by the Chinese government (Huang, 2005; Xu and Kan, 2013). Previous research has established consistent conceptions that the release and implementation of policies and regulations lag behind the dynamic changes of TNE development in China and should be updated continuously to guide TNE (Yang, 2008; Hou, Montgomery and McDowell, 2014). A detailed review of Chinese TNE policies and regulations sheds light on the impact of TNE curriculum development, enriching TNE policy research in China.

1.3.2 Institutional responses

MoE (2006) has specific requirements for the number and teaching hours of the foreign modules in the TNE curriculum. However, the ambiguous policies and regulations have resulted in different interpretations and responses in TNE curriculum design and delivery in Chinese institutions (Wang, 2013; Lin and Liu, 2007). Apart from the confusion on the number of modules and teaching hours, Chinese receiving institutions also show their concerns on the appropriateness of imported educational resources and modules (Lin, 2012). Scholars argue that the teaching material that works well at the foreign provider's home campus may not be suitable in the Chinese context without appropriate adaptation (Hu, 2009; Ding, 2015; Ennew and Yang, 2009) because of lacking cultural sensitivity (McBurnie and Ziguras, 2007). However, how the contextual differences can be accommodated and tailored remains a significant challenge to the TNE curriculum design and delivery innovation in China. My research investigates the curriculum design and delivery in different types of higher institutions by providing evidence-based data to fill TNE research gaps.

1.3.3 Teachers' perspectives

Research on TNE teaching and learning investigates bilingual or English education and teachers' professional development in TNE activities (Li and Feng, 2009). Teaching in the TNE programmes in China is more challenging than in the awarding countries because tutors should take on double responsibilities of both knowledge and language (Briguglio, 2000). The appropriateness of teaching methods from the awarding countries in the local contexts is questioned (Pyvis and Chapman, 2004; Ding, 2018). There have been debates on whether teaching and learning in a non-native language environment will achieve the desired outcomes (Bannier, 2016). Therefore, it is timely to investigate how TNE teachers

respond to the curriculum in the Chinese context. My research contributes to this gap of TNE curriculum research by exploring teachers' roles and their pedagogies in the TNE curriculum design and delivery from their own perspectives.

1.3.4 TNE students' perspectives

The Chinese higher education system can currently be divided into domestic HE, overseas education, and TNE (Fang and Wang, 2014). Compared with the large body of literature on domestic and overseas education, research on TNE students is mainly about students' motivations to choose TNE provisions, such as studies of TNE students in Hong Kong, Taiwan, and Mainland China (Mok and Xu, 2008; Mok, 2012), students' satisfaction and mobility (Zhong, Zhou and Xia, 2012), TNE students' employability (Hoare, 2012) and students' learning habits (Watkins and Biggs, 1996). Yet, insufficient attention is given to students' experiences of the TNE curriculum (Brooks and Waters, 2011). My research explores students' perceptions of the TNE curriculum design and delivery from their own perspective, therefore addressing this gap in the existing literature.

1.4 Research questions

Based on the above TNE literature evidence, I proposed my research questions:

RQ1 concerning policy and regulations: How is the TNE curriculum development influenced by Chinese policies and regulations?

RQ2 concerning institutional responses: How is the TNE curriculum designed and delivered in different types of HE institutions in China?

RQ3 concerning teachers' perspectives: What are the roles of teaching staff in the TNE curriculum design and delivery in China?

RQ4 concerning students' experiences: What are Chinese TNE students'

perspectives on the TNE curriculum design and delivery?

1.5 Organization of the thesis

This thesis consists of nine chapters. This chapter (Introduction) introduces the personal background and the context for the research. It presents the research questions and aims and the significance of the study.

Chapter 2 (Literature review) reviews the literature in TNE research from global and Chinese perspectives and discusses the theoretical framework. The first part focuses on research on the key concepts of TNE internationally, followed by research on TNE in China. The second part is about globalization theories and TNE theories for understanding TNE development globally and in China. This chapter aims to explore differences in the TNE research from a global perspective and the Chinese context. The gaps in TNE research in relation to the TNE curriculum design and delivery are highlighted.

Chapter 3 (Methodology) provides the methodology, research design, data collection, and analysis procedures. It highlights the philosophical framework, pragmatism, which guides selecting a multiple embedded explanatory case study. It justifies using mixed-method research to answer the research questions and realize the research aims. It details different strategies to choose sampling cases and participants and collect multiple data in the fieldwork. It also explains the analytic framework for data analysis. The final Section presents a discussion of the ethical considerations and methodological limitations.

Chapter 4 (TNE Policy Development in China) mainly focuses on a critical review of TNE policies released by the Chinese central government and provincial authorities. The policy review draws literature from international perspectives to

further understand the rationale of TNE development and the impact of the official regulations in China.

Chapters 5, 6, and 7 are about three case studies. They present data collected from the three case institutions. Each chapter starts with the overview of the Chinese receiving institutions, the foreign awarding institutions, and the structure of TNE programmes to provide the context for the inter-case and later cross-case data analysis. Different understandings of the TNE curriculum design and delivery are presented from management, teaching, and student perspectives. Finally, the findings are summarized to compare with what has been identified in the literature review.

Chapter 8 (Cross-case analysis) synthesizes the findings of the three case studies. With reference to the debates, disagreements, and gaps identified in the previous literature, different types of TNE programmes of different geographical locations, qualification levels, disciplines, TNE models, and foreign awarding institutions are set as sampling criteria in the methodology chapter. Data collected from the mixed-method case study approach suggests the implications of these five areas on TNE curriculum design and delivery. The commonalities and differences between the perspectives of senior managers, teachers, and students from the three case studies are compared and discussed with reference to TNE literature reviewed to conceptualize the empirical findings from this TNE research.

Chapter 9 (Conclusions) addresses the research questions and summarizes the main original contributions of this research. It also discusses the research limitations and concludes by making future recommendations for research in this area.

Chapter 2 Literature review

This chapter reviews the literature in TNE research from a global and Chinese perspective and discusses the theoretical framework. The first part focuses on the key concepts of TNE, followed by research on TNE in China. The second part is about globalization and TNE theories applied in understanding TNE development globally and in China.

2.1 TNE from a global perspective

In the latest era of internationalization of higher education, education is regarded as a product traded internationally (Cudmore, 2005). Internationalization of higher education follows similar stages as the internationalization of business from exporting, licensing to direct foreign investment (Johanson and Vahlne, 1977; 1990). Major English-speaking countries began to export education as early as the 1950s (Knight, 2016) and expanded international students' recruitment volume in the 1980s (Healey, 2018). However, in the 1990s, instead of students' moving to the developed countries, there was an increasing number of foreign institutions going abroad and offering courses to students in their own countries under license (Knight, 2016; Branch, 2019). Since 2000, the awarding universities, mainly in Australia, the United Kingdom, and the United States of America, began establishing offshore branch campuses (Ziguras and McBurnie, 2011; Healey, 2018). The number of students choosing international higher education is estimated to increase from 1.8 million in 2000 to 7.2 million in 2025 (Bohm et al., 2002), with a significant proportion of students studying in TNE (ibid). TNE has been the most advanced stage of the internationalization of higher education (Mazzarol, Soutar and Seng 2003; Altbach and Knight, 2007; Altbach et al., 2009). TNE is also acknowledged as a 'component of the wider phenomenon of the internationalization of higher education' (British Council, 2013,

p.6). However, there has been mass confusion caused by a plethora of terms used to describe TNE activities in the existing literature of TNE. The multitude of TNE definitions and terms mean differently in the different contexts. Knight (2016) argues that there is a need for consistent usage of terminologies underpinning the TNE framework. Global perceptions and terminologies of these TNE activities should be clarified so as to facilitate mutual understandings in TNE research in China.

2.1.1 TNE definitions

As TNE blurs the geographic borders and boundaries of education, mass confusion caused by the terminology has been used to describe a common framework of TNE (Wilkins and Knight, 2016). Generally, four main terms are often used interchangeably in practice (Knight, 2005), such as borderless education (Middlehurst, 2002), cross-border education (Knight, 2014; Marginson, 2014), offshore education (Chapman and Pyvis, 2006a), and transnational education (Naidoo, 2009; Yang, 2008). However, they are different in meaning. Knight (2016) points out that 'borderless education' implies the disappearance of geographical borders, while 'cross-border education' stresses national borders. The terms 'offshore education' and 'transnational education' highlight the location of TNE students with less attention on the national education systems (ibid). Francois, Avoseh and Griswold (2016) argue that the term 'transnational' not only literally means actions and ideas that extend the national boundaries but also has specific contextual meaning. The term 'transnational education' (TNE) is used in my study because TNE is the most frequently used term (Knight, 2016). It also transcends cultural and geographic boundaries and highlights more the global element (Kosmutzky and Putty, 2016).

There has been no internationally agreed definition for TNE because different

awarding and receiving countries and institutions have different perspectives (British Council, 2013). From the standpoint of the foreign awarding countries, many multilateral agencies and national education bodies attempt to define TNE, such as the General Agreement on Trade in Services (GATE, 1999), Council of Europe (1997), Council of Europe, United Nations Educational, Scientific and Cultural Organization and Organization for Economic Co-operation and Development (Vincent-Lancrin, 2007), International Network for Quality Assurance Agencies in Higher Education (INQAAHE, 2010) and the German Academic Exchange Service (DAAD, 2003). British Council (2014, p.6) acknowledges the inspiration from these definitions and summaries the basic principle of TNE:

TNE refers to the delivery of higher education programmes in a different country from the one where the awarding/overseeing institution is based. Students can study towards a foreign qualification without leaving their country of residence. TNE involves the mobility of academic programmes and providers/institutions across jurisdictional borders to offer education and training opportunities. In some cases, there is a collaboration with a local institution or provider (twinning, franchise, validation, joint and double degree programmes) and a branch campus. And in other cases, it can involve setting up a satellite operation (branch campus). The development of bi-national universities consists of establishing a new institution through collaboration between higher education partners in two countries.

British Council's (2014) definition of TNE focuses exclusively on delivery mode, aiming at the export-oriented internationalization of higher education (Francois, Avoseh and Griswold, 2016). It is the working terminology throughout my study as it is widely understood in the global context. However, the receiving countries do not have universal definitions for TNE or the synonymous terms, except China (British Council, 2013). TNE definition in China will be further discussed in Section 2.2.

2.1.2 TNE activities

The definitions from the western perspective suggest different TNE modes of delivery (British Council, 2013). They also reflect a trend of becoming more specific in defining various TNE modes (ibid). For example, the Australian Department of Education and Science (2005) excludes distance learning from TNE, whereas British Council includes distance learning as one of the TNE delivery modes. In addition, DAAD does not consider the programmes granting joint degrees as one mode of TNE (DAAD, 2003), while many TNE researchers regard them as one of the most important modes of TNE (Tang and Nollent, 2007; Alam et al., 2013; Knight, 2016).

There are different explanations for various TNE modes. Knight (2016) explains that a twinning programmes is also called a franchise programme in some countries. Traditionally, the single certificate of foreign awarding institutions is granted. However, there has been increasing popularity that a twinning programme awards dual degree certificates. Similarly, British Council (2013) categorizes the franchising and the twinning programme into the same column. To be specific, the receiving institution is responsible for the TNE programme delivery and the awarding institution may help provide the fly-in teachers. A single degree or diploma is awarded by a foreign awarding institution. They are slightly different as a franchising programme refers to the whole study completed in the receiving country, e.g., the '3+0¹' or '4+0' TNE model. A twinning programme usually refers to the study partly completed in the foreign awarding country, e.g., the '2+1' or '2+2' TNE model. In addition, British Council (2013) interprets that an articulation programme allows students to apply for the courses offered by the awarding countries with the advanced standing after they complete the study in the receiving countries. Alam et al. (2013) divide franchising and twinning programmes into different categories. In their opinion, the franchising mode of

¹ The former number refers to students' length of study in the receiving institutions. The latter number refers to students' length of study in the awarding institutions.

delivery is more of a partnership because an awarding institution authorizes a receiving institution to deliver the course and grants the single degree/diploma. However, the twinning programme is regarded as an articulation because it allows for the credit transfer towards the awarding institutions. Healey (2018) argues that franchise or twinning programmes all belong to licensing category. British Council (2013) claims that sometimes, the awarding and receiving institution uses generic terms to refer to all TNE modes, e.g., collaborative programmes and joint degrees (ibid).

In practice, TNE delivery modes increasingly overlap from the western perspective (Healey and Bordogna, 2014; Caruana and Montgomery, 2015) because of TNE's evolutionary and innovative nature in the internationalization of higher education (British Council, 2013). Knight (2016) points out the receiving countries could have the local TNE terminology to comply with the national policies and the corresponding understanding of the significance of TNE. As one of the biggest receiving countries, China has a specific definition for TNE and different categories and interpretations of TNE modes of delivery. TNE modes in the Chinese context will be presented in Section 2.2.1 to fill the gaps in understanding TNE terminologies in the existing western literature.

2.1.3 TNE policy development in the western context

World Trade Organization (WTO) and General Agreement on Trade in Services (GATS) initiate to eliminate economic barriers to trade and service in twelve service sectors, including higher education (HE) sectors (Bassett, 2006). The commitment of GATS provides an external impetus for TNE's rapid expansion as HE has been regarded as a commodity regulated through international trade agreements (Bassett, 2006). Since then, there has been a shift from the traditional cooperation framework to a commercial model in HE (Coleman, 2003).

In the socio-political and socio-economic context of globalization, questioning state capacity and the growing tension between the role of the government in managing HE sectors and the internationalization of higher education leads to the debates of alternative governance models (ibid). 'Social-political governance' focuses on bilateral interactions instead of the traditional 'command model' between modern states and non-state sectors (Kooiman, 1993). Peters (1996) suggests a 'deregulated government' in response to bureaucrats and ineffectiveness in the government administration. Some scholars suggest that governments serve as 'facilitators of markets' rather than classical 'providers of welfare' by surrendering some state autonomy to the HE institutions and regulating them through incentives and sanctions (Marginson, 1999; Henry, 1999; Sbragia, 2000). Rhodes (1997) puts forward 'self-organizing networks' through minimizing the state governance to maximize the productivity and efficiency of TNE delivery.

To some extent, the awarding countries of TNE advance the capitulation of governance in HE sectors with economic imperatives to export (Ziguras, 2003). Due to the reduction of governments' subsidies, TNE enables the western market-oriented HEIs to generate revenue offshore (Alam et al., 2013; Wilkins and Huisman, 2012). As the receiving countries, Singapore and Malaysia adopt the decentralization policy to reduce direct governance and intervention. They give autonomy to the individual universities and allow overseas institutions solely to set up their branch campuses to recruit students and conduct teaching activities (Hanson, 1998; Mok, 2008). Compared with the other receiving countries' decentralized state policies, the Chinese central and provincial authorities play a vital role in TNE development (Tang and Nollent, 2007). For example, the Chinese central government strictly controls the recruitment quota, students' admission process, and TNE disciplines' development (Zhuang and Tang, 2012). Chinese Ministry of Education (MoE) centralizes the approval

authority of the TNE programmes at the degree level or above. In contrast, the provincial governments' approval is enough to establish the TNE programmes at the diploma level (Zhuang, 2009). Therefore, there is a need to explore further the influence of the Chinese governments' highly centralized and decentralized policies on TNE development in China.

2.1.4 Research on TNE from a western perspective

There has been growing research on TNE with the fast development of TNE from the global perspective. The themes of literature vary from time to time and from country to country (Kosmutzky and Putty, 2016). Early research before the mid-1990s was concerned with some 'occasional, coincidental, sporadic and episodic' themes of academic mobility and internationalization of education (Teichler, 1996, p.341). Internationalization was regarded as a demarcated topic at that time. Harmer (2007) points out that research at that time was merely addressing isolated themes, such as students' exchange and study abroad (e.g., Corbie, McBurnie and Siribumrungsukha, 1995). It also offered insights into the policies concerning the internationalization of HE in some geographic regions from the perspective of education providers (e.g., Harris and Jarrett, 1990; Marshall, 1993). With the emergence of TNE in the middle 1990s (Kosmutzky and Putty, 2015), studies in this category depicted globalization and its impact on higher education (e.g., Welch and Denman, 1997; McBurnie, 2000; McBurnie and Pollock 2000). From 2000 onwards, TNE has taken shape (Kosmutzky and Putty, 2016), bringing significant challenges to the Higher Education (HE) sectors throughout the world and continuing its transformation. A range of studies examines TNE governance from the policy perspectives (e.g., McBurnie and Ziguras 2007; Sidhu 2009) and the rationales of developing TNE (e.g., Garrett, 2004; Tilak, 2011). Along with continuing expansion and diversity of TNE activities, risks and challenges emerged. Scholars turn their attention to issues concerning TNE

quality, which have been regarded as the most significant gap in TNE literature (e.g., Mok 2005; Mok and Xu, 2008). Main themes have evolved around the challenges in TNE (Leung and Waters, 2017).

2.1.4.1 Institutional partnership

Research on institutional partnership focuses on the national and institutional motivations to develop TNE. Garrett (2004) reminds British higher institutions of the challenges of setting up TNE partnerships in China due to different causes and tensions of economic generation and quality. The most common imperative for the awarding countries and institutions is to generate extra revenue in response to the challenges of budget cuts (Keller, 2011; Labi and McMurtrie, 2010; Alam et al., 2013), to capitalize the positive reputation and prestige (Arunasalam, 2016), to maintain a market share in China to secure the source of students in the long-term decline (British Council, 2008), to build research links and strengthen the awarding HEIs' brands (Naidoo, 2009; Van-Cauter and Bateman, 2008). Commissioned by the British Council, Tang and Nollent conducted a ten-month project in the UK and China in 2006. In this report, TNE development in China was interpreted in the context of economic globalization and the Chinese governments' emphasis on introducing high-quality educational resources. There were some other drivers of TNE development in China, for example, meeting the diverse need of Chinese education consumers due to the impact of the one-child policy, demographic-economic disparities, and different cultural values of education (Tang and Nollent, 2007). The effect of the one-child policy on education was illustrated by Wallace (2020) that the dropped number of children per family coincided with parents' increasing desire to equip their children with better positions in education optimally. More motivations were pointed out in the western research on TNE in China, such as reversing brain drain, improving the Chinese HEI's academic level, and training a skilled workforce for local economic

development (Lane, 2010, 2011; Wilkins and Huisman, 2012).

As TNE occurs in the context of institutional distance, more dissimilarity on regulation, norms, and culture has been reflected in institutional partnership during the delivery of TNE in the receiving institutions (Scott, 1987; 2008). Because of the complex cross-cultural collaboration, there has been a lack of research about proper administrative procedures (Bannerman et al., 2005). Research in the awarding institutions is now aware of such challenges in the delivery of TNE. Following Tang and Nollent's questionings of identifying a comparable Chinese receiving institution for the UK awarding institution (2007), Zhuang (2009) employed a longitudinal live case study and action research tracing the history of TNE partnership in a post-92 UK institution for more than ten years. Personal connections and the involvement of staff who can speak Chinese were found helpful to make the initial contact when the culture and communication style was different. Adopting Hofstede's (2011) cultural value dimensions as the theoretical framework, Eldridge and Cranston (2009) interviewed eleven administrators in the Australian TNE programmes offered in Thailand. They found that national culture (norms and values) affected the operational management of TNE in terms of different styles of communication in the partnership. Due to miscommunication, Australian managers even expressed their doubts about whether the TNE programmes were operated within the legal framework. In contrast, Heffernan and Poole (2004) argue that national culture has a limited influence over the early stage of collaboration in their 20 cases of Australian TNE offered in Singapore, Malaysia, and Hong Kong. Instead, different institutional cultures and structures have a more significant impact on the institutional partnership in TNE. Therefore, it is timely to investigate the institutional partnership in different types of receiving institutions offering different qualification levels of programmes and using different models of TNE in the Chinese context.

2.1.4.2 TNE curriculum partnership

Francois et al. (2016) argue that the existing definitions of TNE fail to capture the curriculum and pedagogical perspectives of TNE. Tyler (1949) divides curriculum design into four stages: defining learning objectives, establishing learning content, organizing learning experience, and assessing the curriculum effect. Stark and Lattuca (1997) conceptualize curriculum design as a combination of purpose, contents, and methods of instruction. Generally, the TNE curriculum transposes the curriculum from where it is developed to the one where it is delivered in different institutions (Knight, 2008). There has been consensus that curriculum content, TNE pedagogy, and students' learning experiences are three integrated elements of the TNE curriculum (Stark and Lattuca, 1997; Campbell and Van der Wende, 2000). TNE curriculum is therefore defined as 'the ensemble of content, assessment, and didactics' (Waterval et al., 2017).

One theme in researching TNE curriculum partnership concerns the tension of balancing between equivalence of curriculum content and curriculum adaptation to the local context (Waterval et al., 2015; 2016). Waterval et al. (2016) explain that from the perspective of the awarding institutions, for the quality of the TNE curriculum, an equivalent curriculum or the minor adaptation should be provided to meet the students' needs and expectations in the receiving institutions. Suppose the curriculum is adapted to the local context, students' opportunities to learn international concepts will be denied. Their original motivation to choose TNE for intercultural competencies in the global labour market will be hardly realized (Pyvis and Chapman 2004; Zimitat, 2008). However, some researchers argue that a certain degree of curriculum adaptation to the local context is inevitable and even necessary (Bolton and Nie, 2010; Dobos, 2011; Gregory and Wohlmuth, 2002; McBurnie, 2000; Vinen and Selvarajah, 2008). McBurnie (2000) explains that education also serves to meet the national needs from the

perspective of the receiving institutions. For the goal of building the nation, the curriculum should be adapted, especially those modules reflecting the national values and ethics (ibid).

Paradoxically, Shams and Huisman (2012) find that the TNE curriculum is expected to be designed identically and locally adapted. To explore the challenges in TNE curriculum partnership, Waterval et al. (2016) adopted a multiple case study strategy and conducted semi-structured interviews with 13 medical programmes' senior managers from both the awarding and receiving institutions of different countries. Fourfold factors were found to lead to the challenges of curriculum adaption in the medical domain. They were the differences in health care systems, legislation and political interference, teaching and learning environments, and partnership (ibid). Senior managers in this study argued that the adaptation of curriculum was unavoidable due to these differences. More importantly, Waterval et al. (2016) find that institutional partnership between the awarding and receiving institutions bridges these disparities by focusing on the same envisaged learning outcomes. It consequently leads to the adaptation of the curriculum contents and didactic methods to the local needs. There are some other suggestions for curriculum adaptation. For example, the receiving institutions' national and regional context and the organizational culture could be integrated into the curriculum for students' transcultural understandings (Coleman 2003; Knight 2008; Shams and Huisman 2012). Non-relevant legal or ethical elements of the curriculum from the awarding institutions could be replaced by appropriate ones suitable for the local context (Bolton and Nie, 2010). Waterval et al. (2016) argue for proper management and an equal partnership for the quality of the TNE curriculum because TNE curriculum design is still at the discretion of awarding and receiving institutions. There is a need to investigate TNE collaboration in curriculum negotiation and development in different TNE programmes in China.

2.1.4.3 Teaching and learning challenges

O' Mahony (2014) argues that TNE research related to teaching and learning activities has a lower priority than a large body of TNE research related to globalization and national policies. Existing literature in this category concerns various challenges and the corresponding strategies. There are also many discussions about the difficulties of the fly-in teachers' block teaching in the receiving institutions (e.g., Dunn and Wallace 2004; Chapman and Pyvis 2013), limited education resources available in the young receiving institutions (e.g., Coleman, 2003; Stella, 2006), difficulties of getting immediate support from the awarding institutions because of the time difference (e.g., Dunworth, 2008; Lim, 2010) and challenges of the fly-in teachers and the local teachers' collaboration in teaching (e.g., Leask 2004; Keevers et al. 2014). British Council (2013) argues that the fly-in and fly-out teachers may be the only practical and essential form to address these difficulties. However, intensive teaching affects students' comprehension of teaching contents (Bambacas et al., 2008; Seah and Edwards, 2006). Some researchers suggest using online resources and e-learning technologies (Gregory and Wohlmuth, 2002; Castle and Kelly, 2004). In addition, there are some debates around the appropriate teaching and learning activities. One of the debates is about teaching languages. The Quality Assurance Agency for Higher Education (QAA, 2013) points out that English-teaching and British-style education are attractions for the TNE programmes to recruit students. Similarly, Helms (2008) finds that foreign language teaching has become a stunt for the TNE programmes to charge students higher tuition fees. However, QAA (2013) raises the worries about the awarding institutions' capacity to assure the quality of the curriculum delivery when a Master of Business Administration (MBA) TNE programme was found to be delivered in Chinese but awarded the degree of University of Wales. Dobos's study (2011) confirms the importance of English teaching and learning in an Australian offshore campus in Malaysia because

there is an increasing number of international students who could not understand the local language of Malaysia. However, some scholars argue that if the awarding institutions ask the local teachers in the receiving institutions to teach in English, the quality of the curriculum could not be assured but threatened (Teekens, 2003; Pyvis 2008). Considering students' language difficulties, some scholars suggest that teachers simplify foreign languages in teaching (Seah and Edwards, 2006) or translate the teaching materials into students' mother languages (Kneist and Rosenfeld, 2004).

Another debate is about different teaching and learning styles and habits. Culture is regarded to have a close relationship with teaching and learning styles (Charlesworth, 2008). it is widely acknowledged that many western awarding institutions are characterized by a student-centred education approach (Heffernan, Morrison, Basu and Sweeney, 2010), independent learning, academic discussion, analysis and problem-solving, oral presentations (QAA, 2013). In contrast, the traditional Chinese education approach is characterized by heavy teaching modules, students' deference to the teachers, and teachers' attention to students' knowledge acquisition (ibid). Barron and Arcodia (2002) claim that students who grow up within the Confucian heritage culture prefer reflective learning when studying in their home countries. However, when they study in western universities, they could adapt to a similar active learning style as the western students. Eldridge and Cranston (2009) interviewed eleven managers in an Australian TNE programme implemented in Thailand to explore students' learning preferences in TNE programs. More than half of the managers found that Thai students were reluctant to participate in critical debates in class because of Thailand's femininity and the collective nature of culture. Similarly, Pimpa (2009) conducted a phenomenography approach to explore students' experiences in three TNE MBA programme in Thailand. The foreign lecturers in this TNE programme felt stressed to make the Thai students understand 'self-

directed learning' and 'culture of criticism' in Thailand's power distance culture. Teachers there enjoyed the high status in the classroom. It is in line with Chapman and Pyvis's finding (2013). They argue that the fly-in teachers did not change teaching methods when they taught in the receiving institutions. Those fly-in teachers also felt frustrated because the teaching outcome was not as effective as that in the awarding institutions. Therefore, Francois, Avoseh and Griswold (2016) suggest considering students' learning preferences, cultural dimensions, glocal awareness, knowledge, and competence in instruction approaches.

The third debate concerns balancing the assessment criteria and procedures and the local practices (Shams and Huisman, 2012). It has been one of the biggest obstacles in TNE, especially when the local teachers are unfamiliar with assessment procedures, including instruments and grading criteria adopted by the awarding institutions (Eldridge and Cranston, 2009; Miliszewska and Sztendur, 2011). Coleman (2003) thinks it important to ensure the comparability of the assessment for students' similar experiences in the TNE with those in the awarding institutions. Some researchers suggest the receiving institutions should be given responsibilities for the evaluation (Castle and Kelly, 2004; Miliszewska and Sztendur, 2011), and the adaptations should fit into the local context (Shams and Huisman, 2012). In response to these arguments, researchers have different opinions and suggestions. However, recommendations from the researchers are not sufficient to deal with various challenges that the teachers come across. Teachers' own voices about the challenges and their practices in the assessment should also be included. Further, students' voices are not sufficiently considered in the implementation of curriculum and assessments. Therefore, further research should explore TNE students' experiences because students' responses may help to improve the design and delivery of the TNE curriculum (Chapman and Pyvis, 2006b; Miliszewska and Sztendur, 2011).

Teachers' roles are always discussed to explain the challenges in TNE teaching activities. Teachers are more challenging in TNE than those in the awarding countries because they should take on double responsibilities of knowledge and language (Briguglio, 2000; MaBurnie and Ziguras, 2007). Waterval et al. (2015) argue that teachers and students in the receiving institutions are unfamiliar with curriculum and pedagogies in the awarding institutions. Such unfamiliarity usually affects the quality of curriculum delivery (ibid). Staff training, faculty development, and peer-to-peer mentoring are the commonly seen practices to deal with teachers' challenges (Lim, 2010; Shams and Huisman, 2012; Smith, 2009; Dobos, 2011).

Furthermore, Waterval et al. (2015) argue that teachers' sense of ownership could not be neglected in discussing teachers' challenges in teaching in TNE. Dobos (2011) adopted the grounded theory methods to explore the local teachers' perspectives at an offshore campus of an Australian institution in eastern Malaysia. One of the four key themes emerging from the interviews was professional practice (ibid). Teachers in this study complained about the high workload of teaching the Australian modules (ibid). In addition, they felt that they were not treated equally by the Australian awarding institutions because any forms of their adaptations to the content and assessment were not allowed (ibid). Being lack of sense of belonging to the Australian institution's academic community, they just followed the syllabus from the awarding institutions (ibid). Similarly, Shams and Huisman (2012) illustrate that the teachers in the receiving institutions feel inferior to their counterparts in the awarding institutions. However, there has been no further research on whether such teachers' roles and lack of sense of belonging will affect the teaching and learning activities.

To sum up, previous research elaborates the challenges and strategies in TNE concerning institutional partnership, curriculum collaboration, and teaching and

learning activities from the global perspectives, including some debates, disagreements, and arguments. It is timely to investigate the receiving countries' and institutions' perspectives. Furthermore, research on TNE teaching and learning process in the receiving countries/institutions remains a 'black box' (Ding, 2018, p.270). Olson (2016) points out that many TNE institutions and programmes established in China are relatively new, and the body of literature on TNE in China has not matured. The slow evolution of research on TNE in China is due to TNE development in a sensitive environment, making the research data hardly published (Olson, 2016). TNE in China will be further explored in the next Section 2.2.

2.2 TNE in China

From the perspective of the receiving country, TNE in China is termed as 'Chinese-Foreign Cooperation in Running Schools' (in Chinese: 中外合作办学 Zhongwai Hezuo Banxue). TNE modes of delivery in China are generally divided into TNE institutions and TNE programmes. Chinese TNE policies have separate definitions for them. In detail, TNE institution is defined as 'activities of the cooperation between foreign educational institutions and Chinese education institutions in establishing education institutions within the territory of China to provide education service mainly to Chinese citizens' in *Regulation of TNE in China* (State Council of China, 2003, p.1). TNE programme is defined as 'educational and teaching activities in the aspects of subjects, specialties and courses, which mainly aim to enrol Chinese citizens and are operated jointly by foreign educational institutions and Chinese educational institutions without establishing any educational institution' in *Implementation Measures for the Regulations of TNE in China* (MoE, 2004, p.1). TNE definitions in China indicate the Chinese government's interests in attracting high-quality foreign educational

resources to enhance the quality of domestic high education (Mok and Han, 2016a)

2.2.1 TNE modes in China

TNE modes in China are regulated and guided by the Chinese central and provincial authorities at the macro level. *Regulations of TNE in China* in 2003 require substantial cooperation between Chinese and foreign higher education institutions (HEIs) in capital investment, educational, and teaching activities (State Council of China, 2003). In 2016, China Education Association for International Exchange (CEAIE) released a report to address 100 questions in TNE in China and summarize several criteria to distinguish TNE modes in China from the other non-TNE modes (CEAIE, 2016). Namely, any form of TNE should be established with official approval. There should be a substantial introduction of high-quality education resources from foreign awarding institutions. There should be a complete and independent students' training plan and a student management system. In other words, if the Chinese HEIs and foreign HEIs only mutually recognize the credits in the form of general exchange programs, a preparatory course for foreign HEIs, double degree programs, bilingual teaching programs, and the introduction of some courses from the foreign HEIs (CEAIE, 2016), they are not regarded as TNE activities. In this sense, the articulation programme that QAA (2013) includes as a form of TNE is not acknowledged by the Chinese government as the TNE programme (see Section 2.1.2), because students' transfer based on articulation agreement lacks the joint students' training plan cooperated by both the awarding and receiving institutions.

For the TNE institutions and programmes within the legal framework of TNE in China, policymakers and researchers have further classification. TNE institutions are further divided into joint-venture institutions and second colleges (Ding, 2015).

A joint-venture institution is an independent legal entity established by Chinese and foreign institutions. A second college should be affiliated to the Chinese institutions (ibid). TNE programmes are flexible in awarded qualifications and certificates, campus location, delivery models, and students' enrollments. Huang (2006) further divides them into four models, namely '1+3', '2+2', '3+1' and '4+0' TNE models. Gao, Feng and Herderson (2012) divide TNE programmes into joint programmes offering single degree and dual degree by either the foreign HEIs or both Chinese and foreign HEIs. Tang and Nollent (2007) divide the TNE programmes into qualification education programmes and non-qualification education programmes. For my study, I focus on the TNE programmes acknowledged and approved by the Chinese central and provincial authorities. To explore the impact of different lengths of study in the awarding and receiving institutions on the participants' TNE perceptions and experiences, the TNE programmes of different TNE models were paid special attention when I selected the sample institutions for my case studies.

2.2.2 Research on TNE in China

2.2.2.1 Policy perspective

With TNE development, the corresponding research has touched all areas of TNE from the macro-level to the micro-level, although the leading research body remains at the macro-level (Zeng, 2016). Analysis of TNE policies and regulations is one of the main themes in TNE research. Some scholars point out the implications of TNE policies and regulations on TNE development (Tang and Nollent, 2007, Liu, 2011; Liu and Zhang, 2018; Meng, 2018; Zhou et al., 2020). Meanwhile, existing literature has established a consistent conception that national TNE policies and regulations always lag behind dynamic changes of TNE development in China (Yang, 2008; Hou, Montgomery and McDowell, 2014).

They should be updated continuously to guide TNE. In response to the current national focus on the quality and effectiveness of TNE (Zhao, 2020), there has been increasing research on problems in TNE and the corresponding strategies for the refinement of TNE policies and regulations. Yang (2019) points out the ambiguous and tricky policy statements about TNE's 'non-profit' nature and 'reasonable reward'. Hu (2018) argues that though introducing high-quality education resources is highlighted in different TNE policies and regulations, there has been no clear definition of qualified education resources. Pei (2003) puts forward more questions like how to supervise the foreign exchange, tax, and capital guarantee, establish an evaluation system and authenticate the certificates and degrees awarded in TNE. Wang (2004) lists similar problems and suggests strengthening policy regulation and improving TNE management. Xue (2017) further clarifies the strategy of TNE and suggests refining TNE regulations concerning quality control. Lin (2018) proposes that TNE policies should aim to improve the evaluation mechanism, promote discipline construction and reform the management system. Lin and Liu (2007) highlight the importance of internal teaching quality to the construction of quality assurance of the TNE programmes, which should be highlighted in the TNE policies and regulations. Liu (2015) suggests the refinement of TNE policies and regulations concerning the TNE evaluation system and argues that they should be established on the basis of the TNE curriculum. However, these general descriptions about the defect of TNE policies and regulations and suggestions at the national level lack the methodological rigour and the implication for the refinement of policies and regulations at the micro-level. Hence, a systematic review of TNE policies and regulations is needed to explore the influence on TNE curriculum development to enrich TNE policy research in China.

2.2.2.2 Institutional partnership

Different from the focus of global research on TNE at the macro level, general descriptions of TNE activities at the institutional level constitute the main part of the Chinese literature on TNE (Zhao, 2020), as the focus of TNE has switched from quantity to quality of TNE institutions and programmes (Zeng, 2016). Chinese receiving institutions' motivations for developing TNE is one of the themes in the research of institutional TNE partnership. Unlike more economic considerations on the supply side (see Section 2.1.4.1), the rationales for developing TNE in China on the demand side might be more complex. Some scholars identify the economic, academic, social, and cultural causes of developing TNE at the institutional level in the Chinese context (Huang, 2003a; 2003b; 2006; Yang, 2003; 2008). Some scholars find that Chinese receiving institutions take advantage of TNE to improve human resources, management structures, financial resources, and education ideology (Zhu, 2004; Wu, 2007). Zhou (2006) argues that Chinese receiving institutions are motivated to develop TNE because they alone cannot meet the pressing demands for higher education, coupled with enhancing international competitiveness and academic quality. Zhou et al. (2020) point out that Chinese HEIs simply regard TNE as an indicator of higher education internationalization without really understanding the Chinese government's intention. They fail to notice the differences in motivations of different types of HEIs for doing TNE. Fang (2012) divides Chinese HEIs into research and teaching institutions. A quantitative method was employed to investigate whether TNE was similarly motivated to develop in these two types of Chinese receiving institutions. Unlike the general belief that TNE is always driven for profits (Gu, 2008; Huang, 2007; Yang, 2008), Fang (2012) finds that academic and cultural rationales are more critical. In addition, research HEIs take advantage of the TNE programmes to promote the reputation and cultivate cross-cultural knowledge because they have less pressure for student enrollments and more advantages in education quality. However, teaching HEIs take advantage of the TNE programmes to obtain high-quality education resources, increase

revenues, and reduce costs (ibid). Compared with a large body of research focusing on the TNE programmes at the degree level, research on the TNE programmes at the diploma level should not be neglected because they are encouraged to develop by the provincial authorities (Liu, 2008; Yang, 2014). Meng (2018) reviewed the literature researching TNE programmes at the diploma level from 2002 to 2017. She claims that most of the existing literature on the TNE programmes at the diploma level focuses on the challenges and the corresponding strategies concerning educational levels, quality of students, TNE subject area settings, and qualifications of the teaching staff. However, most of these research findings are summaries without sufficient empirical proof (ibid). Therefore, an empirical study of different types of Chinese HEIs' responses to the internationalization of higher education and TNE development could fill the gaps in TNE research in this category.

Challenges to education sovereignty and autonomy are another theme concerning the institutional partnership. Xu and Kan (2013) point out that the competitiveness of HE institutions depends on their capacity. They illustrate that Chinese HEIs are still relatively weak in academic performance because of lack of originality and innovation of research outcomes, an insufficient number of great scholars, and low ranking in top world universities. Insufficient academic capacity poses significant barriers for the Chinese HEIs to find reputable foreign partner institutions. Cui (2018) points out that the foreign awarding institutions compete for dominant power in TNE institutions and programmes, while the Chinese HEIs are in a weak position. The authority and administrative power may also affect the TNE curriculum in terms of the decisions of what and whose knowledge to be valued, the selection of curriculum contents, organization of teaching and learning activities, and the assessment of students' learning outcomes, which have always been neglected (Leask and Bridge, 2013). Hence, an empirical study

on institutional partnership on TNE curriculum from the perspectives of the awarding and receiving HEIs could enrich TNE research in China.

2.2.2.3 TNE curriculum design

Research on the TNE curriculum conducted by the Chinese researchers unveils more inside stories in the Chinese receiving institutions. One of the important themes in this category concerns problems and the corresponding strategies in the TNE curriculum. Some scholars argue that teaching materials that work well at the foreign provider's home campus may not be suitable in the Chinese context without appropriate adaptation (Hu, 2009; Ding, 2015). Chen and Shao (2017) find the objectives of foreign modules are contradictory to the TNE curriculum's objectives. Yang (2014) argues that the training objectives of the TNE curriculum at the diploma level mainly focus on knowledge teaching and preparation for various examinations. Less attention is paid to applying knowledge and training students' practical innovation ability. Such a TNE curriculum could hardly match the objectives of students' training in higher vocational colleges in China (ibid). Chen and Shao (2017) find that Chinese institutions focus on the number of modules from the awarding institutions rather than the quality when designing the TNE curriculum. For example, the introduction of foreign education resources is always highlighted, whereas the digestion and integration of theory and application are often neglected (ibid). Hu (2009) lists three modes of the TNE curriculum: grafting mode, fusion mode, and loose mode. In the grafting mode, core western teaching materials are directly introduced without being modified, similar to the imported mode described by Ding (2015). In the fusion mode or the modification mode, the original western resources are adapted based on the needs of the receiving institutions (ibid). Modules and learning outcomes are not necessarily identical to the western modules (Ennew and Yang, 2009). In addition,

there are some hidden and irregular forms of the TNE curriculum, such as label mode, copy mode, and even fake mode (Bao, 2008).

Correspondingly, suggestions of how the TNE curriculum should be designed become another theme mainly discussed in the existing Chinese literature. For the TNE curriculum at the diploma level, Zhang and Zhang (2016) suggest introducing the foreign modules as a whole to the TNE curriculum and argue it should be the key to the quality of the TNE curriculum. However, Yu and Li (2019) argue that foreign teaching resources should be carefully adapted locally instead of direct introduction. Wang et al. (2004) suggest adapting modules from both curricula instead of changing the modules on one side. Yu and Li (2019) assert that evaluation should play an important role in securing the validity and quality of the TNE curriculum. Wang (2013) claims that the introduction of advanced teaching concepts is more important than specific modules. Wang (2012) acknowledges the cultural, system, and conceptual conflicts in the TNE curriculum and asks for mutual understanding in cooperation. Yan (2020) suggests improving the systematic construction of language modules and ideological and political modules. However, Chinese researchers' findings and suggestions are general statements without sufficient empirical evidence. In addition, without an in-depth exploration of the reasons behind the problems, suggestions seem to be hard to achieve consensus. Further research is needed to investigate the curriculum design and delivery in different types of TNE programmes to fill the gap in existing TNE research.

2.2.2.4 Teaching and learning activities

Previous research has reached the consensus of the importance of high-quality teaching staff (e.g., Wang, 2013; Meng, 2018) and the need to improve teaching staff qualifications (Liu, 2018). However, there has been increasing anxiety in

attracting enough qualified teachers overseas (Lin, 2005). Liu (2018) concludes that the geographical locations of the TNE institutions and programmes, Chinese receiving institutions' academic and economic conditions, and the foreign teachers' personal difficulties all lead to the shortage of qualified foreign teaching staff to work in TNE. Chen (2017) reveals Chinese receiving institutions' hidden practices in arrangements of the foreign teachers, for example, employing the foreign teachers without teaching qualifications and sending the fly-in teachers to conduct the condensed sessions. Recent research has raised some strategies to solve the problems. For example, the local teachers are asked to teach the foreign modules. They are encouraged to cooperate with the fly-in teachers by jointly designing teaching materials, observing each other's lectures, establishing joint research teams, and training the local teachers in the foreign awarding institutions (Xia, 2011). Such research provides general descriptions without further exploration of differences between the TNE programmes. Further research is needed to explore participants' perceptions of teaching efficiency conducted by fly-in, foreign teachers, and local teachers in different TNE programmes.

There are similar discussions of teaching languages, teaching and learning style, and assessment criteria from the Chinese perspective as those from the global perspective (see earlier discussion in Section 2.1.4.3). Yuan (2018) conducted quantitative research on students' perceptions of the efficiency of bilingual teaching in four TNE programmes in different Chinese institutions in Henan Province. The percentage of English used in teaching activities was found not the higher, the better. For one reason, the quantity and quality of the local teaching staff could not meet the requirement of bilingual teaching. For another reason, the selection of the teaching languages needs to consider students' educational background, teaching environment, and students' English abilities. In addition, bilingual teaching was found to increase the local teachers' workload. Ding (2018)

investigated six TNE institutions and four TNE programmes in seven Chinese institutions, three of which are of high reputation and four of which are of mediocre level. The foreign awarding institutions were from America, the United Kingdom, France, and Germany. Students were found to have difficulties in understanding the lectures and reading the materials in a foreign language. However, 66.6% of the students did not think 'overusing foreign language in learning' was a defect (Ding, 2018, p.280). Ding (2018) concludes that teaching and learning in foreign languages are still vital because most students are motivated to improve their language skills and go abroad. However, Ding (2018) failed to pick up institutional and individual differences in different TNE programmes. Further research is needed to collect in-depth data from teachers and students about their perceptions of teaching languages.

For the teaching methods, in Ding's study (2018), students' survey suggests that 78% of students were not satisfied with the intensive teaching because it limited students' contact with the fly-in teachers face-to-face after class. Survey findings also indicate that western teaching style was absent or less effective in the TNE programmes in China because of students' limited language abilities and the intensive fly-in teaching. Chen and Fang (2018) conducted a quantitative survey in seven TNE programmes at the degree level in Guangxi Province about students' satisfaction with the teaching staff and teaching process. Half of the students felt great pressure from too many foreign modules. They were not satisfied with the loose teaching contents delivered by the fly-in teachers and the teaching methods adopted by the local teachers. In addition, students could not follow the fly-in teachers in class because of their language difficulties. Similarly, Tang and Yang (2015) conducted an empirical study to explore students' satisfaction with the teaching and learning mode in a TNE programme with a '3+1' TNE model with an American awarding institution on the subject area of Industry.

The survey findings suggest that students' overall satisfaction with the fly-in and the local teachers' teaching methods and contents were not significantly different. Students liked a bit more about the fly-in teachers' teaching passion and interaction in class. However, Zhou (2018) has different findings. In Zhou's study, a quantitative survey was conducted to explore students' opinions on teaching and learning modes in Xi'an Jiaotong-Liverpool University, an independent TNE institution. Students in this study were most satisfied with the teaching staff, opportunities of being abroad, and the teaching contents. The fly-in teachers from Liverpool University adopted the tutorial and group discussions in teaching, which prepared students well for further overseas education. Overall, the existing Chinese research findings of the teaching methods and style are obtained from students' perspectives employing quantitative surveys instead of teachers' perceptions. My research contributes to this gap of TNE curriculum research by employing in-depth interviews to investigate teachers' own perspectives.

Although TNE is supposed to enhance the quality of domestic high education and prevent the phenomenon of brain drain (Mok and Han, 2016b), a wide variety of benefits of choosing TNE has not curbed an increasing number of Chinese students choosing to study abroad (Mok and Xiao, 2017). Compared with the large body of literature on domestic and overseas education, research on TNE students is mainly about students' motivations to choose TNE institutions and TNE programmes. The main motivations from the perspective of the awarding countries/ institutions include obtaining international exposure (Chapman and Pyvis, 2013) and an international outlook (British Council and DAAD, 2014), an opportunity to receive the high quality of international education (Chapman and Pyvis, 2013). However, some Chinese scholars argue that students' considerations of choosing the TNE programmes varied. Fang and Wang (2014) conducted a mixed-method case study in W University in one of the sub-provincial cities in China to examine Chinese students' choices of TNE. Through

the first stage of open-ended and semi-structured interviews with students and the second stage of a large-scale student questionnaire survey, they concluded that many Chinese students selected TNE as a transitional step to gain access to high-quality domestic and foreign HEIs. At the same time, they had low opinions on TNE. Cheng et al. (2020) conducted a TNE programme in the '3+1' TNE model in Hunan Province. Only 20% to 25% of students chose to transfer to the foreign awarding HEIs. They found several reasons for such phenomenon. China's fast development provided students with diversified career development space. Students' language inabilities prevented them from transferring to the foreign awarding HEIs. The incompatibility of the different education systems in China and abroad affected students' further study and career planning. Students were uncertain about employment and career development after returning to China. There were some other personal considerations associated with personality. Based on the questionnaire data of 1474 students from six TNE programmes in different Chinese receiving institutions in Henan Province, Xu (2016) identifies seven factors affecting students' choices of the TNE programmes. They are gender, interests in studying abroad, the cost-effectiveness of going abroad, foreign teachers' teaching methods, classroom environment, and assessment methods. According to Ding's survey in 2018, students in Shanghai regarded the TNE programme as a springboard to study abroad. Due to the higher level of globalization in Shanghai, Ding (2018) argues that the TNE programmes unable to meet students' demand for going abroad will lose the market share. Mai and Liang (2020) conducted a quantitative survey about students' satisfaction with one TNE programme at C University. They found that parents' suggestions played an important role in students' selection of the TNE programme and subject area. 66.9 % of students in this study did not plan to go abroad. Meng (2018) conducted a questionnaire survey with 61 students in a TNE programme at the diploma level in Chongqing City. 57% of students expected to obtain quality education resources from the awarding institutions,

and 53% of them expected to improve their competitiveness with dual diplomas in the local job market rather than going abroad. Most of the existing research employs quantitative surveys to explore students' motivations. Yet, insufficient attention has been given to students' experiences of the TNE curriculum (Brooks and Waters, 2011) and students in the different TNE programmes. My research explores TNE students' perspectives of TNE curriculum design and delivery through mixed-method case studies, therefore addressing this gap in the existing literature with methodological rigours.

To sum up, Meng (2018) summarizes a large body of Chinese literature on TNE concerning TNE institutions and programme at the degree level above, whereas insufficient attention has been paid to TNE programmes at the diploma level. Moreover, less than 15% of research employs the case study method to study TNE programmes. Zhao (2020) claims that current Chinese research on TNE is mainly the description of the general situation of TNE institutions and programmes. There has been a lack of in-depth study to explore TNE activities and theories in the new era. My research provides evidence-based research investigating the impact of Chinese TNE policy and regulation changes, institutional responses, and teachers' and students' perspectives on TNE curriculum design and delivery in China, addressing gaps in the existing literature.

2.3 Globalization and internationalization of higher education

Globalization and internationalization are two important issues for higher education development. Both theory and process of each theoretical strand are multi-disciplinary, multi-dimensional, and rapidly changing. The conceptualization of TNE should be constructed from a holistic perspective rather than a restrictive perspective.

2.3.1 Globalization theories

As a long-existing but shifting social phenomenon, globalization has its impact on multiple facets of human endeavours. It has been accelerated and intensified in the last two and three decades, together with the increasing homogeneity of political socio-economy, culture, and ideology across many countries (Maringe et al., 2012). To a large extent, over recent decades, there has been increasing interest in theories of globalization as a theoretic framework to understand the international spaces and analyse contemporary social issues and societies (Giddens,1990). Maringe et al. (2012) suggest that the theoretical framework of globalization should be better understood from a holistic and multi-dimensional perspective than a narrow and specific perspective.

There has been no universal definition of globalization in the literature as scholars conceptualize it from different perspectives with globalization's evolution. For example, Wallerstein (1988) mainly views globalization as a capitalist world system. Giddens (2000) defines globalization as a growing social, political, and ideological interdependence between nations. Steger (2003) points out that globalization is a multi-dimensional process intensifying interdependencies. Harvey (2005) regards the concept of globalization as a neo-liberal philosophy. Deepak (2006) perceives globalization as a world economic integration. Based on the previous discussions of key elements of globalization, Maringe (2012) offers a broad definition of globalization as 'a multidimensional concept that related to creating a world in which the social, cultural, technological, political and ideological aspects of life become increasingly homogeneous and in which economic interdependence and growth are driven by the principles of the free market'.

Since the 1990s, there have been many debates on the conceptualizations of globalization resulting from different epistemology and disciplines. A few theorists seek to provide their spectrum of commentary on the evolution of globalization, which can be divided into 'three schools of thinking', namely hyper-globalizers, sceptical school, and transformative position (Held, McGrew, Goldblatt and Perraton, 1999). Hyper-globalizers tend to regard globalization as a positive force for the borderless world with denationalized economic activities. Sassen's concept of the 'global city' illustrates territorial dispersal and economic integration (ibid). The sceptical school argues that the conception of globalization is vague and overstated in the public economic domain. Hirst and Thompson (1999, p.60) challenge that the contemporary world is better characterized as an international rather than global one as 'the level of integration, interdependence at present is not unprecedented'. Complete national economic autonomy is impossible to exist. The third debate towards globalization is the transformative school who contends that it is an unstoppable transformative force behind modern society (Held, McGrew, Goldblatt and Perraton, 1999). Giddens (1990) argues that globalization is a 'time-space distancing' process linked to contemporary modernity. From his point of view, there has been a fundamental transformation in the nature of social relationships associated with the development of information technology, global media, and transportation. Castell's conception of global informational capitalism further confirms the impact of the transformation of time and space on society and the economy (Castell, 2000). Apart from the three positions on the evolution of globalization, another reaction, added by Steger (2003), is anti-globalizers. Anti-globalizers focus more on the negative impact of globalization. For example, the notion of westernization is often associated with cultural imperialism (ibid).

More contemporarily, globalization theories are mainly underpinned by four underlying philosophical concerns in terms of space and time, territory and scale,

system and structure, process and agency (Jones, 2006). A broad agreement has been identified on some elements around the globalization debates. For example, Jones (2010) concludes that three areas of consensus around globalization have been reached in the arguments. Firstly, from a historical perspective, globalization is part of a longer-standing process of societal integration (ibid). Secondly, from a contemporary perspective, novel forms of social integration in recent decades are different from the earlier periods (ibid). Thirdly, globalization has a significant impact on political structures (ibid). However, there has been growing tension within the current globalization debates in three critical areas of disagreement underpinned by epistemological differences (Jones, 2010). The first debate lies on whether globalization can be understood as a single unit and thus interpreted systematically (ibid). The second disagreement in the ongoing globalization debate is whether globalization is a positive force or a negative phenomenon (ibid). The third area of differences is concerned with the driving forces behind globalization (ibid).

In light of the main consensus and disagreements in the globalization debates, Bisley (2007, p.2) contends that 'in consideration of globalization, context is all', showing his concern as to whether the identified phenomenon of globalization can be applied to capture the ongoing transformations in the modern phase of globalization at the general level. Smith (2007) also confirms the need to examine its implication for specific contexts such as higher education with the evolvement of globalization.

Recent discussions of the essence of globalization tend to utilize the analytical discourse of four broad dimensions contributed by Steger (2003). According to Steger (2003), political, economic, ideological, and cultural are closely interconnected as political activities are embedded in the context of ideology and philosophy. Simultaneously, economic activities are often guided by political

imperatives. Culture is an abstract concept that may include political, economic, and ideological elements (ibid).

However, to reify rather than integrating the conceptualization of globalization, these four dimensions should be identified separately. First of all, the political dimension of globalization refers to the intensification of political interrelations and global governance across the world. Secondly, the economic dimension of globalization focuses more on the intensification and interconnectedness of economic transactions between two or more countries. International and multinational organizations play essential roles in trade liberalization, such as the World Trade Organization (WTO) and the Organization for Economic Co-operation and Development (OECD). General Agreement on Trade in Services (GATS) in WTO initiatives to eliminate barriers in service industries, including higher education (Bassett, 2006). Thirdly, the ideological dimension of globalization is associated with different assumptions and claims about globalization in terms of its trend, capacity, and identities, such as global capitalism, neo-liberalism, neo-colonialism, neo-imperialism, and transnationalism (Chomsky, 1999; Said, 1993; Rhoads and Torres, 2006). Fourthly, the cultural dimension of globalization deals with the intensification of cultural flows mainly from the West to the East. Homogenized world culture began to emerge by expanding the use of English in teaching and learning in higher education.

2.3.2 Globalization and the impact on higher education

As an original force for social and economic changes, globalization has broader impacts on higher education. One of its impacts is the internationalization of higher education. In view of the neo-liberal statement of WTO, higher education is defined as 'an international service industry to be regulated through the

marketplace and international trade agreements' in GAT (Bassett, 2006, p.4). Sidhu (2005) comments that globalization is an inevitable outcome that higher education has been conceptualized as a tradable commodity.

However, the existing body of literature tends to focus on the theoretical and strategic responses towards the impact of globalization on business, economic, and politics (Maringe, 2012). There has not been much empirical research to underpin theoretical perspectives directly relevant to higher education internationalization (ibid). As knowledge-producing entities of higher education, universities are no longer just granted missions of 'common good' but given more complex social, cultural, ideological, political, and economic responsibility for the society (Sidhu and Christie, 2015). Hence, taking the transformation of university roles into consideration, theoretical perspectives are borrowed from politics, economy, culture, and ideology to explain the internationalization of higher education.

Firstly, from the perspective of politics, Wallerstein's world system theory assumes that the world is divided into three layers. Namely, twenty super-rich western countries as a core, groups of countries neither very rich nor impoverished as a semi-periphery and poor countries as a periphery (Wallerstein, 1991). His approach legitimates inequality among nations, offers an important basis for understanding the flow of capital, goods, and services across the countries and explains the need to preserve economic differentials in order to serve the core. Chen and Barnett (2000) apply the world system theory to explain international student flows. Börjesson (2017) argues that the notion of world system presupposes the only coherent system. However, there are different educational systems no matter nationally or internationally. In addition, neither regional nor global educational systems are not necessarily integrated into this world system. Instead, the notion of space in the sense of Pierre Bourdieu

provides a multi-dimensional structure for understanding the phenomenon of international student flows (Börjesson, 2017).

Secondly, from the perspective of the economy, the neo-liberal theory of globalization deals with free trade across nations within the framework of the free market. Specifically, the new liberalization of global trade requests the opening of national borders with the intention of fast-paced economic capital flows, broaden international markets, and over state-controlled governing systems (Castells, 1997; Stiglitz, 2002; Stromquist, 2002; Torres, 1998; Rhoads and Torres, 2006). To some extent, neo-liberal theory echoes world-system theory, such as western countries and organizations controlling most economic decisions like WTO, OECD, and even the World Bank (WB). Similarly, Prasad (2007) applies the notion of free trade for profit to the mechanization of knowledge or the creation of knowledge that has economic value in the internationalization of higher education. Smith (2007) applies production and consumption modes in neo-liberal theory to explore the international students' choices of studying abroad.

Thirdly, from the perspective of culture, world cultural theory argues that the world culture is increasingly homogeneous (Boli and Thomas, 1997), aligned with the world polity theory. After all, ideology is one of the elements of cultural capital (Sidhu and Christie, 2015). However, western culture remains a dominant position and dramatically impacts the inequalities of global higher education (ibid).

Fourthly, from the perspective of ideology, Boli et al. (1997) construct world polity theory, which assumes an increasing 'political isomorphism', such as diminished national sovereignty and increasingly legitimated regional and transnational governmental organization. The world polity theory can be applied to explain the ideological homogeneity in universities, such as consensus on managerialism in

response to free-market (Foskett, 1995), increasing focus on strategies of internationalization (Massoud and Ayoubi, 2007), and the shared mission for teaching, researching and service or enterprise (ibid). However, there are variations in the strategies adopted by different universities in different countries as an important part of their ideological capital.

2.3.3 Internationalization of higher education

Internationalization is defined as a 'process of integration of an international, intercultural, or global dimension in the purpose, functions, or delivery of postsecondary education' (Knight, 2003, p.2). Globalization and internationalization are viewed as mutually reinforcing ideas as to the higher education sector. Globalization primarily provides the external impetus for accelerating the internationalization of higher education (Maringe et al., 2012). Meanwhile, the intensification of internationalization activities in HEIs strengthens globalization (ibid). Under such circumstances, governments in different countries promote the internationalization of their own domestic HEIs and their national educational systems. Simultaneously, HEIs are exploring appropriate strategies in response to the forces of globalization and the pressures to internationalize (Massoud and Ayoubi, 2007). Knight (2006) has explored four motives for internationalization in higher education in line with four dimensions of globalization forces from the governmental perspective at the general level. However, the rationales for HEIs to engage with internationalization vary. Fielden (2006) identifies HEIs' motivations for internationalization in terms of human resources, resolution of global issues, and promotion of international values. Scott (2005) offers quite different stances from the perspectives of universities' economic, cultural, and stewardship positions.

Studies of internationalization in higher education explore a wide range of conceptualizations. Some conceptualizations focus on the national and institutional strategies of integrating international education into existing curricula (e.g., Knight, 2004; Altbach and Knight, 2007). Some other conceptualizations pay attention to the enhancement of educational quality (e.g., Van Damme, 2001), growth of entrepreneurial education and the associated managerialism in higher education (e.g., Goddard, 2006), recruitment of international students and staff mobility (e.g., Fielden, 2008), and partnership education in higher education (e.g., Teichler, 2004). The conceptualization of globalization and its impact on the internationalization of higher education is always understood based on the western model produced by western researchers. There is a need to develop some new conceptualizations, drawn evidence from broader countries across the world other than the core nations (McNamara, Knight and Fernandez-chung, 2013).

2.3.4 Push-pull theory and TNE

Initially, push-pull theory (Bauer and Zimmermann, 1999) discusses factors affecting people's migration based on cost and benefits analysis (Martin and Zurcher, 2008) in the globalization process. Push factors are the forces that propel an individual to participate in specific activities and take action (Crompton, 1979). Pull factors are the forces of attracting an individual to select a particular product or service (Li et al., 2013). Additionally, social networks, such as interpersonal ties, are interpreted as social capital (Massey et al., 1987). It has been argued that push-pull factors are more decisive at the beginning of the migration, whereas social networks will be a more influential factor when migration flows mature. Leiper (1990) understands tourists' motivations within the framework of push-pull theory as tourism is regarded as mobility between places from a geographical point of view. Wang, Luo and Tang (2015) use push-pull

theory to investigate customers' motivations to visit boutique hotels. They conclude that the push and pull factors vary from age, marital groups, income groups among different Chinese generations (ibid).

The push-pull model has become a standard tool and an effective explanatory mechanism to explain international student mobility (Altbach, 1998; Li and Bray, 2007, Chen, 2017). Comprehensive push-pull factors have been discussed in the existing literature. Altbach (1998) argues that the pull factors attracting students to study abroad are favourable, whereas the push factors driving students out from the home country are unfavourable. Bodycott and Lai (2012) add that the unfavourable political, economic and social situation in the home country push students to study abroad, such as overpopulation, making an entrance to the universities and colleges competitive. Mazzarol, Soutar, and Thein (2001) list the favourable forces from the foreign countries that pull students to decide the study destination, such as the high reputation of the foreign institutions and students' expectation of working there. However, Chen (2017) argues that the existing literature neglects the complexity and interrelation of push and pull factors at different levels. Chen (2017) conducted a case study to examine international students in a university in Southern Ontario, Canada. Chen's study (2017) suggests that push and pull micro factors in deciding to study abroad, macro factors in selecting a study destination and meso factors in choosing a specific HEI are interrelated. Low levels of students' competition, an English-speaking environment, and higher foreign institutional rankings are the pull factors for students to decide to study abroad and select foreign countries and specific foreign HEIs. These pull factors affecting students' decisions and selections are interrelated with the push factors of the home countries.

The push-pull theory is also used to analyse international students' returning to their home country. Cheung and Xu (2015) find that the push factors driving

students' returning to China are unfavourable forces such as difficulties in cultural integration in the foreign countries, while the pull factors are students' positive perceptions of career opportunities in the home countries. There are some more push factors (e.g., increasing costs and racial discrimination) and pull factors (e.g., familiar and comfortable cultural environment) (Gill, 2010). Zhai, Gao and Wang (2019) reviewed 68 selected journal articles written in English and Chinese. They add more pull factors of studying in Australia such as academic requirement and attainment, employment and career prospects, Australian natural environment, and social connections. Some other students' motivations for returning to China are also identified, such as emotional needs, cultural differences, and social relationships in China.

TNE is a direct product of the internationalization of higher education and a strategy for internationalization in higher education (Altbach 2002). Quite different from global education, which refers to educational activities for all nations within the context of globalization, and international education, which refers to educational practices between two countries, transnational education involves techniques and services that are globally oriented but locally adapted by mixing the local and global education (Francois, Avoseh and Griswold, 2016). It has been argued that the emergence of TNE results from a push-pull dynamic between developed and developing countries (ibid).

Recently, the push-pull theory has been borrowed to explain current TNE activities (Francois, Avoseh and Griswold, 2016). Push factors related to the awarding countries and pull factors associated with the receiving countries are analysed, weighing the cost and benefit in politics, economy, culture, and education (Marginson, 2004). Push factors in the awarding countries are closely related to the alternative strategy for income generation. In contrast, pull factors in the developing receiving countries are more connected to political, social, and

educational dimensions than the economic ones (Francois, Avoseh and Griswold, 2016). Pull factors in China's TNE change simultaneously with HE evolution in China, such as for the supply of the human intellectual capital in the 1990s (Mok, 2003), then for enhancing HE academic capacity after China's joined the WTO in 2001 (Zhou, 2009). In addition, rationales interpreted at the national level may not align with the motivations for internationalization in different HE institutions in China. For example, generally, research universities regard TNE programmes as a strategy to promote the reputation and to cultivate cross-culture knowledge because such universities have less pressure for student enrolment, whereas teaching universities consider TNE as a tool to improve the quality of HE and to increase the revenue (Wu, 2007). Because the push-pull theory traditionally explicates the immigration flows, the existing push-pull theory has limitations in TNE research. Hao et al. (2017) claim that different awarding institutions have divergent pull factors, but the current research on push and pull factors fails to consider the specific context. Chen (2017) argues that the traditional push-pull theory did not distinguish the characteristics of the awarding country from the awarding institutions. For example, the reputation of the foreign awarding institutions may not be correlated to the awarding country's attraction.

The push-pull theory has also been used to conceptualize students' choices of TNE. The traditional push-pull theory is criticized for neglecting students' personalities, interests, and perceptions in interpreting students' choices of TNE (Li and Bray, 2007; Zheng, 2003). Fang and Wang (2014) add students' characteristics into the analytical framework and find that pull factors are related to students' economic condition, academic ambition, and further career development. In contrast, push factors are related to overseas HE factors and domestic HE factors. Meanwhile, they suggest that more research should focus on students in different types of TNE provisions (ibid). The push-pull theory is the theoretical framework for my research because it is applicable to conceptualize

the mobility of TNE programmes and students in TNE under the context of globalization and the internationalization of higher education. My research contributes to the debates on the application of traditional push-pull theory by examining push and pull factors at the national, institutional, and individual level in the TNE programmes with different TNE models, especially '3+0' or '4+0' TNE models in which students do not need to study abroad.

2.4 Summary

TNE quality has been regarded as the focus of the current TNE development. It is also identified as one of the key literature gaps in recent TNE literature from a global perspective (see Figure 2.1.4) and the Chinese perspective (see Section 2.2). TNE curriculum design and delivery remain a core issue within the TNE structure and TNE quality. However, so far, there has been little research in this area (Ding, 2018). For the themes concerning the quality of TNE and TNE curriculum design and delivery, there have been debates, disagreements, and gaps in the existing literature from different perspectives as follows:

- Debates of roles of governments and authorities in managing HE sectors and internationalization of the higher education. Scholars from the global perspective suggest minimizing state governance to maximize the productivity and efficiency of TNE (see Section 2.1.3). However, TNE is encouraged but still highly guided by the Chinese central and provincial authorities from establishing the TNE institutions and programmes to quality control (see Section 2.2.2.1). Scholars find national TNE policies and regulations lag the dynamic changes of TNE development in China. In addition, some vague and tricky statements of TNE policies and regulations cause confusion and create grey areas or hidden practices for the participants in TNE.

- Tensions of economic generation and introduction of quality education resources in TNE partnership. From a global perspective, the most common imperative for foreign awarding countries and institutions is to generate extra revenue (see Section 2.1.4.1). However, research from the Chinese perspective summarizes different Chinese receiving institutions' motivations. Still, it fails to distinguish the TNE institutions and programmes at the degree level from those at the diploma level in different types of Chinese receiving institutions (see Section 2.2.2.2).
- Different roles of the awarding and receiving institutions in TNE institutional partnership. The foreign awarding institutions are on the supply side of TNE, while the Chinese receiving institutions are on the demand side. Research from a global perspective focuses on national and institutional culture implications on institutional partnership (see Section 2.1.4.1). Research in China focuses on education sovereignty and autonomy and claims that administrative power affects the design of the TNE curriculum (see Section 2.2.2.2). However, general statements lack sufficient empirical evidence.
- Tensions of balancing between equivalence of curriculum content and the adaptation of curriculum to the local context. Scholars from the global perspectives have debates about equivalent or adapted TNE curriculum (see Section 2.1.4.2). However, research in China focuses on the challenges of introducing the foreign modules directly into the TNE curriculum and similarly suggests proper adaption (see Section 2.2.2.3). However, how the contextual differences can be accommodated and tailored remains a big challenge to the innovation of TNE curriculum design and delivery in China.

- Tensions of the fly-in teaching and the teaching efficiency in the receiving institutions. Existing research discusses the foreign awarding institutions' challenges of sending the teachers out and different practices to deal with the challenges on the supply side (see Section 2.1.4.3). Chinese researchers find various strategies or hidden practices conducted in the Chinese receiving institutions in response to the foreign awarding institutions' attitudes on the demand side (see Section 2.2.2.4). However, participants' perceptions of the efficiency of teaching conducted by different types of teachers remain a significant gap in the literature.
- Debates of teaching and learning in a foreign language or the native language. Research from the perspective of the awarding countries/institutions confirms the importance of teaching in English for the quality of the TNE curriculum and the reputation of degrees awarded by the foreign awarding institutions (see Section 2.1.4.3). However, research from the perspective of the Chinese receiving institutions focuses on teachers' and students' challenges of teaching and learning in a foreign language (see Section 2.2.2.4). In addition, students' perceptions of foreign languages are associated with their motivations for choosing TNE. However, the existing literature fails to consider students' perceptions of different kinds of TNE programmes and neglects teachers' perspectives.
- Debates about the appropriate teaching methods. Literature from the global perspective believes appropriateness of the teaching methods in the corresponding local contexts. Also, it acknowledges the influence of cultural differences when the students are taught in the receiving country (see Section 2.1.4.3). However, the Chinese literature review suggests that the intensive teaching conducted by the fly-in teachers and students' language abilities are the two main reasons for the absence of western

teaching style from practice (see Section 2.2.2.4). However, the existing Chinese research findings of the teachers' teaching methods and style are obtained from students' perspectives employing quantitative surveys instead of teachers' perceptions.

- Disagreements about the teachers' roles. Teachers' responsibilities, flexibilities, and a sense of belonging are discussed from a global perspective, along with their challenges of teaching in TNE (see Section 2.1.4.3). Similarly, research in TNE in China unveils different challenges faced by different types of teachers, which sometimes cause teachers' hidden practices (see Section 2.2.2.4). However, there is no further research on the reasons for teachers' flexibilities and hidden practices and whether such roles will also affect the teaching and learning activities.
- Empirical literature gaps to explore the correlation between students' motivations and their perceptions of TNE curriculum and delivery (see Section 2.2.2.4).

Theoretical limitations of employing traditional push-pull theory to conceptualize the mobility of TNE programmes and students have been identified in the literature review as follows:

- There has been little empirical research to underpin theoretical perspectives directly relevant to the internationalization of higher education (Maringe and Foskett, 2012).
- Existing research on push and pull factors fails to consider the specific context. Characteristics of the awarding country are not distinguished from the awarding institutions.

- Lack of attention to push/pull factors at the individual level in student mobility (e.g., students in different types of TNE programmes may have different push/pull factors in going abroad).

There have been methodological limitations in the previous research, such as the general descriptions about the impact of TNE policies, TNE partnership, challenges in TNE lack the methodological rigour. Existing literature is mainly about students' motivations through a quantitative survey (see Section 2.2.2.4). Yet, insufficient attention is given to students' experiences of TNE curriculum in different TNE programmes.

Therefore, this research will empirically enrich TNE research by expanding it into the Chinese context of mobility of TNE programmes and students in different geographical locations, qualification levels, disciplines, TNE models, and foreign awarding institutions. Theoretically, this research will extend the understanding of TNE curriculum development by introducing individual factors, such as the stakeholders' intentions, teaching staff's perceptions, and students' perspectives. These contextual and regional, institutional, and individual differences will critically assess the application of push-pull theory in TNE research. Methodologically, unlike quantitative research in TNE in China, this research will employ a mixed-method design, allowing for diverse and dynamic experiences and perspectives. It will be discussed further in the methodology chapter.

Chapter 3 Methodology

The chapter is structured into four Sections. The chapter starts with the philosophical positions underpinning the research. It is followed by discussions of the methodology and methods employed for data collection. The third Section outlines the research aims, the research design, data collection protocol, and data analysis frameworks. The final Section presents a discussion of the ethical considerations and methodological limitations.

3.1 Philosophical ground

Philosophy serves as a foundation to provide the logic behind the methodology and methods in research (Benton and Craib, 2011). Different ontological and epistemological assumptions of reality and knowledge are associated with different research approaches (Scotland, 2012). Ontology refers to ‘the assumptions about the nature of reality and beliefs about how it can be parsed’ (Johnson et al., 2017, p. 301). As an approach derived from the study of natural science and widely applied as a paradigm in social science (Creswell, 2012), the positivism paradigm is based on the objectivist ontology that the social world is external and independent. The interpretivism paradigm is also known as anti-positivism (Hussain, Elyas and Nasseef, 2013). The ontological assumptions of interpretivism assume a more complex and ‘subjective’ reality (David and Hughes, 2014). In such a subjective social world, interpretivists believe that the existence of objects depends on the perception of people (Cohen, Manion and Morrison, 2007; Ernest 1994). My research aims to explore both external/objective and internal/subjective realities in TNE in China.

Epistemology constitutes a theory of knowledge and learning (Ernest, 1994). Johnson et al. (2017) explain it is concerned with the questions like what the

knowledge is, how to obtain knowledge and what standards to be met to conclude that one has the knowledge. In this sense, this research deals with the influential factors affecting TNE curriculum design and delivery and how to know those factors.

Positivism underpins the epistemological assumption that social reality can be objectively observed and tested (Wood and Smith, 2016). Positivists regard that the researchers could only observe without interfering with the research procedure (Cohen, Manion and Morrison, 2007). Positivism has the strengths of clarity, precision, rigour, standardization, and generalizability (Ernest, 1994). However, positivism has limitations in explaining unpredicted human behaviours, unobservable emotions, and different subjective meanings constructed by individuals (Creswell, 2012). It regards human beings as natural objects and denies human uniqueness (Ernest, 1994). The measurement process sometimes seems artificial rather than real (Cicourel, 1964, cited in Bryman, 2008). In contrast, interpretivists argue that the interpretation of reality is based on the individual's ideological and cultural positions (Hussain, Elyas and Nasseef, 2013). They treat themselves as a part of the research (Cohen, Manion and Morrison, 2007; Crotty, 2003; Grix, 2010; Guba and Lincoln, 1994). Interpretivism has the strengths of 'local groundedness, in-depth study of smaller samples with flexibility, understanding the complex social life, changing social process, and exploring individuals' understanding of the social phenomenon' (Punch, 2013, p. 290). In addition, because interpretive researchers also influence the observed phenomenon, their interpretations are further interpreted with respect to theories and literature guidelines (Bryman, 2008; Cohen, Manion and Morrisons, 2007). However, interpretivism also has shortcomings because it overemphasizes individual meanings and overlooks the significance of generalization (Potter, 1996).

Both sets of quantitative and qualitative purists argue that these two dominant paradigms result in two research cultures (Sieber, 1973), which cannot and should not be combined (Johnson and Onwuegbuzie, 2004). However, Johnson and Onwuegbuzie (2004) argue that epistemological and methodological pluralism should be developed for effective and superior research in the increasingly dynamic and complex research context. Pragmatism can help bridge the schism between the conflicting philosophical camps (ibid). Dewey's pragmatism as a philosophy provides a different account of knowledge and acquisition of knowledge within the framework of action (Biesta and Burbules, 2003). According to Dewey's concept of experience, reflections of beliefs and actions are linked in a circle (Morgan, 2014). Human experiences produce meaning by interpreting beliefs and actions and promoting a continual interaction of beliefs and actions (ibid). As a paradigm, Dewey's pragmatism criticises that the traditional ontological assumption about the nature of reality is metaphysical and abstract (Johnson et al., 2017). Hilary Putnam labels it as 'a God Eye Point of view' (Putnam, 1981, p: xx). Instead, Dewey argues for a different assumption to be rooted in life, which is supposed to be inherently social, contextual, and emotional (Morgan, 2014). With the emphasis on experience, pragmatists view knowledge as constructed and based on the reality of the world (Biesta and Burbules, 2003). From pragmatists' point of view, arguments about the nature of reality are just discussions about two sides of the same coin (Dewey, 2008). They should serve as the criterion for differentiating approaches to research (Morgan, 2014). According to Dewey's concept of inquiry, actions are outcomes of inquiry and the basis for beliefs and the knowledge produced in the inquiry process (ibid). Rather than focusing on the linkage between paradigm and research methods, pragmatists treat different and characteristic approaches as social contexts for inquiry and acknowledge each approach's suitability in the individual world of research (ibid). Therefore, pragmatism is the partner for mixed methods research, allowing researchers to mix the research approaches to best

answer the research questions (Flick, 2014; Tashakkori and Teddlie, 2003b). It also allows for mixing quantitative and qualitative research strengths and compensating for their limitations to dovetail various aspects of the research (Tashakkori and Teddlie, 2003a; 2003b). Pragmatism fits my research to explore people's different experiences, perceptions, and activities in TNE in China. This philosophical position establishes the rationale of a mixed-method case study approach for my research.

3.2 Methodology and approaches

3.2.1 Rationale for case study

The case study is commonly used in educational research (Yin, 2006; Yin and Davis, 2006). Though there has been no universal definition of the case study, common characteristics have been recognized (Punch, 2013). Thomas lists what could be regarded as a case, such as persons, events, decisions, periods, projects, institutions, and other systems in the definition and the need for holistic research methods (Thomas, 2015). Mitchell (1983) views a case study as a detailed examination of an event or series of events. Gomm, Hammersley and Foster (2000) define a case study as research to investigate cases in depth. Yin's definition of case study is the working definition through my study because it covers and addresses four typical case study characteristics. According to Yin (1984), the case study is an empirical inquiry. The case needs to be clearly identified. It has boundaries that are not necessarily evident between the contemporary phenomenon and the real-life context. In addition, to preserve the unity and wholeness of the case, multiple data sources could be collected by multiple methods. A case study approach allows me to understand TNE in China by probing an area of interest in-depth and rich in information in the real-life context (Patton, 1987). Given the complexity of TNE, a case study approach

enables me to divide it into smaller components and use multiple sources of evidence to examine them empirically in a manageable way.

The primary strength of the case study method is triangulation (Yin, 2009). Triangulation could be used to examine the same phenomenon from different perspectives (Plano Clark and Creswell, 2008). It could also allow for researchers' more profound understanding of the emerging dimension (ibid). Patton (2002), as cited in Yin (2013), discusses the triangulation of data sources among different evaluators of perspectives to the same data set and methods. Firstly, the rationale of data triangulation is to collect multiple sources of evidence to improve the reliability and validity of research and corroborate the findings, such as TNE documents and archival records requested from case institutions, participants' interviews, and surveys. Secondly, methodological triangulation uses at least two research methods, usually qualitative and quantitative methods, to address the research questions (ibid). Given the strengths and weaknesses of quantitative and qualitative methods (Wood and Smith, 2016), McEvoy and Richards (2006) claim that both approaches could compensate for each other's weaknesses by methodological triangulation. The reliability and validity of the research findings generated by either method could be tested. In addition, qualitative and quantitative data are triangulated to complement each other to obtain richness that either approach could not do alone (Risjord et al., 2002). Thirdly, combining two methods could enhance researchers' confidence in the research results (Risjord et al., 2002). The convergent findings obtained by the two methods could strengthen the knowledge (Creswell, 2003). When the findings diverge, the results generated by one method can be applied to refine the questions of the other (ibid). For this study, 28 senior managers and teachers were invited to take part in the qualitative interviews. Though it is different to generalize the qualitative findings, they illuminate areas to be explored in the survey with students. The data gathered from the students' survey suggests areas be further explored in

the eight follow-up students' interviews and test the findings of seniors' and teachers' perceptions of TNE curriculum and students in TNE programmes. In addition, methodological triangulation could eliminate researchers' bias when the qualitative and quantitative data are divergent (Duffy, 1987). More examples of research bias will be further explored later in the discussion of positionality and limitations in Section 3.7.

3.2.2 Rationale for the multiple-case study

Yin (2003) identifies three types of case studies. An exploratory case study is to define hypotheses in the form of surveys. A descriptive case study describes a particular phenomenon within its context. An explanatory case study explores cause-effect relationships. Yin (2006) adds that the case study can be best applied to the research addressing descriptive questions like 'what' and explanatory questions like 'how' and 'why'. From this stance, an explanatory case study approach is adopted to address my research questions according to Yin's case study design typology. It could provide the opportunity to gather different perspectives on the TNE curriculum and pedagogy in various Chinese HE contexts.

The researcher should decide whether a single case or multiple cases should be employed before data collection (Yin, 2003). My research objectives suggest the appropriateness of a multiple-case study to gain analytical insight into a contemporary TNE phenomenon in a real-life context (Green, Camilli and Elmore, 2012). Moreover, different sources of data collected in case institutions allow for more variations to serve research needs. More specifically, multiple case studies were conducted in my research for the following reasons:

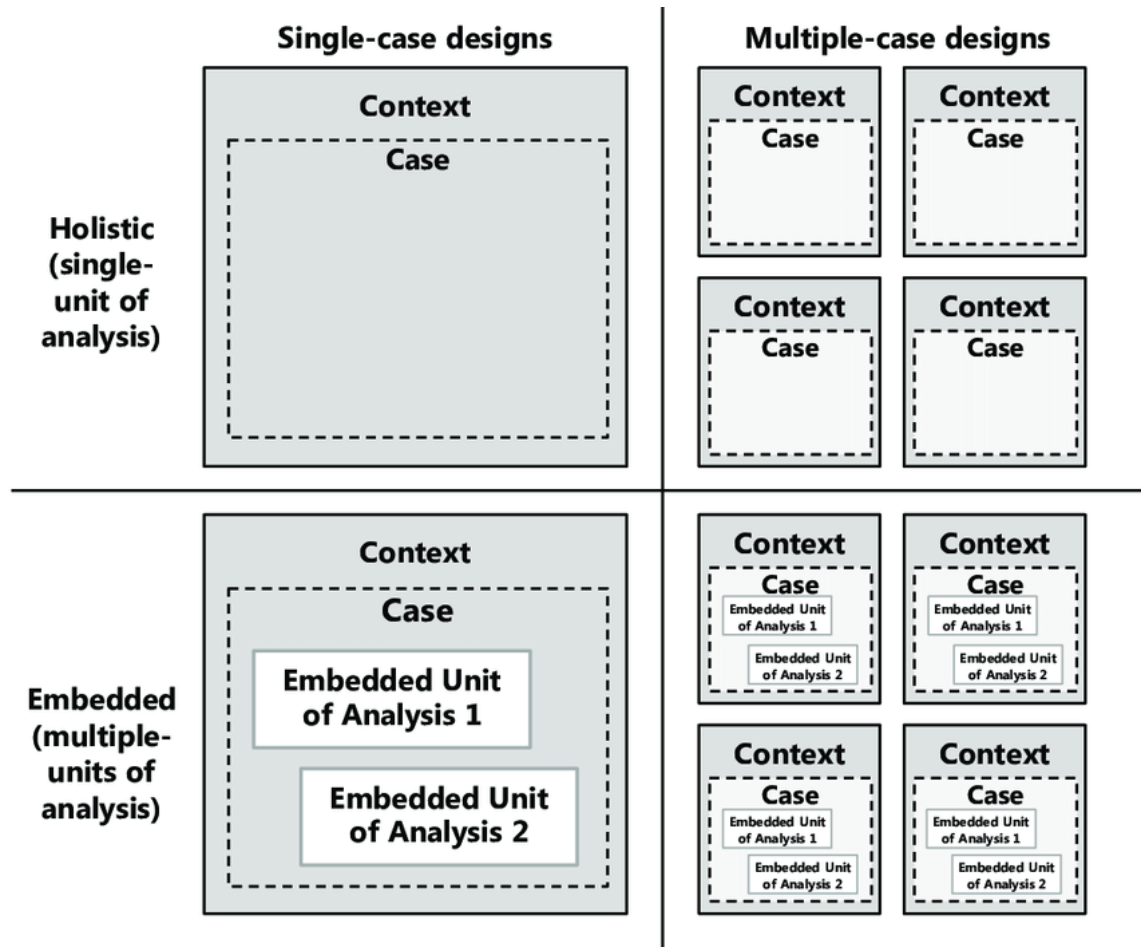
- A multiple-case study may overcome the weakness of a single case that

has been questioned as being the only representative in the given context (Thomas, 2011). It could enhance the reliability of my TNE research.

- The evidence from multiple cases is compelling, which will make the whole study more robust (Herriott and Firestone, 1983), therefore ensuring compatibility of data collected. A multiple-case study could help gain an in-depth insight into cases through data triangulation, aiming to confirm converging lines of sources (Arthur, 2012). It is typically relevant to my research objective of gathering different perspectives on TNE delivery.
- A multiple-case study enables cross-case comparisons and is expected to replicate findings across cases (Yin, 2009), therefore critically investigating the meaningful commonalities and differences and site-specific experiences between TNE programmes in different Chinese receiving institutions.
- A multiple-case study could collect data in different case institutions, therefore minimizing research bias caused by my personal working experience as a coordinator of a TNE programme in a Chinese university to display self-reflexivity, as suggested by Potter (1996).

Yin (2003) divides case study design typology into four types based on a 2 X 2 matrix in Figure 3.1. Type 1 is a single-case holistic design. Type 2 is a single-case embedded design. Type 3 is a multiple-case holistic design. Type 4 is a multiple-case embedded case study.

Figure 3.1 Basic types of designs for case studies



Source: Robert K. Yin. (2003). Case Study Research: Designs and Methods, Third Edition. Thousand Oaks, CA: Sage, p. 40.

A holistic design was used to address the research questions about TNE curriculum design and delivery for this study. Units of data collected by qualitative and quantitative methods were analysed with the documentary information to describe and explain multidimensional perspectives of TNE curriculum design and delivery in the particular case institution. This design was the most appropriate to be termed as a holistic multiple explanatory case study.

3.3 Mixed methods research

This Section explains how the mixed-method research was developed to address my research questions effectively.

3.3.1 Research design

The literature review and globalization theory highlight a comprehensive explanation of the contextual factors affecting TNE curriculum design and delivery in different case institutions. Therefore, my study explored different perspectives on lived TNE curriculum development in China for the following aims:

Aim 1: to review the impact of Chinese TNE policies and regulations on the TNE curriculum development.

Aim 2: to explore different institutional responses to the TNE policy changes, as reflected in the TNE curriculum design and delivery.

Aim 3: to investigate teachers' roles in the TNE curriculum design and delivery.

Aim 4: to identify students' perspectives on the TNE curriculum design and delivery.

TNE policies and documents were reviewed for Aim 1. Qualitative data were collected from semi-structured interviews with senior managers and teachers for Aims 2 and Aim 3. Students' survey data and follow-up interview data were merged for Aim 4.

Methodological integration requires careful planning to ensure coherence and compatibility in mixed data collection and analysis (Punch, 2013). Multiple strands of research are associated with the data of different levels. Analysis of data of one level is nested within another. Findings of different levels are used to make multiple types of inferences and then integrated into meta-inferences. This research design is appropriately defined as a 'QUAL +quan parallel triangulation multilevel multistrand design' (see Appendix J for more detailed information about mixed-method design matrix). QUAL data was collected in a driven manner at

different levels (senior managers, teachers, and students). Quan data was collected at another level (students) in a sequential manner to answer the interrelated research questions. It was QUAL-driven and quan-secondary role because it relied on rich descriptive qualitative data on TNE curriculum design and delivery. Students' quantitative data was used for data triangulation.

3.3.2 Selection of case institutions

The strategy of 'maximum variation' was adopted for case selection (Patton, 1990). Participants were selected through purposive sampling methods. They ensured a sufficient variety of perspectives and included participants who had different experiences to offer reflective insights (Cohen, Manion and Morrison, 2007). To address the disagreements, debates and literature gaps that have been identified in the literature review, I employed purposive sampling to explore the implications of these five areas, which could make original contributions to empirical TNE research in China. My case study sampling was based on the following criteria to as follows:

- TNE programmes in different geographical locations
- TNE programmes of different qualification levels
- TNE programmes of different disciplines
- TNE programmes of different TNE models
- TNE programmes of different foreign awarding institutions

Firstly, a province in the eastern region of China was chosen because of its leading position in TNE in China (Liu, 2008). It has the first research centre established jointed with an American University. The number of TNE institutions and programmes in the province has been China's top three list (Zhou et al., 2020). One TNE institution and 34 TNE programmes have been evaluated to be outstanding by MoE from 2009 to 2014. Furthermore, more than 90% of TNE

students are satisfied with the TNE experience (Guo, 2016). However, a less developed economy and imbalanced distribution of HE resources have greatly hindered the development of HE in the northern areas of the province, compared with the southern regions, consequently affecting the growth of TNE (Liu, 2015). Imbalanced TNE programmes between southern and northern areas in the province allow for more variations in my data collection. To explain the conflicts in TNE and TNE partnership motivations between the foreign awarding institutions and Chinese receiving institutions identified in the literature review, I focused on senior managers' design of TNE in the Chinese receiving institutions of different geographical locations.

Secondly, TNE programmes of different qualification levels were considered. To further explore governments' roles in TNE programmes discussed in the literature review, my research investigated senior managers' responses and interpretations of TNE policies and regulations and their decisions of TNE partners in TNE programmes at the degree level and diploma level.

Thirdly, TNE programmes of different disciplines were considered. To explore the reasons for tensions of balancing between equivalence of curriculum content and the adaptation of curriculum to the local context, debates of teaching and learning in foreign or native languages and understand teachers' roles, I investigated teachers' voices about their roles and students' responses to teachers' different degree of flexibilities and hidden practices in the TNE programmes of different disciplines.

Fourthly, TNE programmes of different collaborative models were considered. To understand tensions of economic generation and introduction of quality education resources in TNE partnership and explore different roles of the awarding and receiving institutions in TNE curriculum partnership discussed in the literature

review, I focused on senior managers' curriculum partnership and teachers' collaboration in the TNE programmes of different TNE models.

Lastly, TNE programmes of different foreign awarding institutions were considered. To understand tensions of the fly-in teaching and the teaching efficiency in the receiving institutions, disagreements about the teachers' roles and TNE students' motivations and mobilities discussed in the literature review, I investigated senior managers' negotiation of fly-in or foreign teachers' teaching arrangement, local teachers' and students' experiences of working and studying with them in the TNE programmes of different awarding institutions.

Therefore, among the appropriate TNE programmes meeting the above five criteria within the province, I negotiated with gatekeepers of five TNE programmes and finally obtained access to three of them (see Table 3.1). Overview of each TNE programme will be presented in the chapters of three case studies.

Table 3.1 Summary of the TNE programmes in three case institutions

TNE programs in the case institutions	Case Study One		Case Study Two	Case Study Three
Geographical location	Northern region		Southern region	Northern region
Qualification level	Diploma		Degree	Degree
Discipline	Early Childhood Education		Electronic Information Engineering	International Business
TNE model	3+0		3+1	4+0
Foreign awarding institution	Northern America		Europe	Australia

3.4 Data collection

The above research design served as the protocol to guide data collection in three TNE programmes of different case institutions. There were three sources of data collected: document analysis, qualitative data (semi-structured interviews with senior managers and teachers and students' follow-up interviews), quantitative data (students' survey questionnaire). A pre-notification letter, the research information sheet, informed consent, interview guidelines, and students' questionnaire were translated into Chinese and English for the participants' preference. They were emailed to some participants who were not available to meet face to face.

3.4.1 Document analysis

In order to address RQ1, a critical review of TNE policies and regulations examined the legislative context in China within the process of globalization. The dilemma and challenges faced by the nation-state and the corresponding responses reflected in the policy-making process were important issues within this context. Therefore, policy documents and related literature from 1990 to 2020 were collected and analysed, including:

- Policies and regulations released by the Chinese central government concerning the internationalization of higher education;
- Regulations and guidance documents issued by provincial administrative departments concerning the implementation of TNE programmes;
- National, provincial and local policy and regulations concerning curriculum design of different disciplines;
- Books and journal articles concerning HE reform and Chinese TNE policies and regulations.

In order to provide the context for TNE curriculum design and delivery in each case study, with permission from the gatekeeper of each case institution, specific documents were collected from the case institution's website and the schools or departments within each case institution subject to availability:

- General information of case institutions and TNE programmes;
- TNE curriculum of TNE programmes;
- Documents concerning the application of the TNE programmes and the implementation process, such as internal management and teaching arrangements;
- Quality assurance manuals and annual self-evaluation reports;
- Teaching portfolio including teachers' qualifications, teaching plan, and teaching materials;
- Information about students' recruitment and graduation.

TNE policy review suggests that the Chinese policies and regulations at different stages significantly impact TNE curriculum development in China. The findings will be presented in TNE policy development in China in Chapter 4. In addition, the findings of the documents specified in each case served to triangulate empirical data collected from interview respondents and students' surveys for further analysis.

3.4.2 Multilevel mixed methods sampling

In view of the multi-faceted nature of the multilevel mixed methods design, the multilevel mixed methods sampling strategy is appropriate for my study, where probability sampling and purposive sampling strategy could be used at different levels of analysis (Tashakkori and Teddlie, 2003a).

Purposive sampling techniques are defined to select certain units or cases based on a specific purpose rather than randomly, primarily used in the qualitative-oriented study (Tashakkori and Teddlie, 2003a). Ritchie et al. (2013) argue that the characteristics of the population are the basis of selection. Flick (2009) suggests categorizing participants based on the criteria preselected by purposive sampling. Maxwell (1997, p.87) notes that 'particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well as from other choices'. In this regard, participants involved in TNE programmes in different case institutions were carefully selected in my study.

Teddlie and Yu (2006) divide families of purposive sampling strategies into three main categories and fourteen subcategories. Regarding these divisions, different types of participants were recruited for the interviews. Hwang (1987) argues that there is relation-oriented nature of culture in China. Bond (1991) claims that the Chinese response to other people depends on the pre-existing or specific relationship. For my study focusing on the TNE programmes in China, gatekeepers of the case institutions were selected using reputational case sampling, which was based on the recommendation of a key informant (Teddlie and Yu, 2006). In order to gain access to the case institutions, I need to get the permission of the gatekeeper of the TNE programme. The participants of Case Institution One (CI1) were recruited through my personal network due to my previous working experience. According to the preselected criteria, I selected the senior managers and teachers with different roles in the TNE programme and contacted them directly. In Case Institution Two (CI2) and Case Institution Three (CI3), snowballing purposive sampling strategy was used due to my indirect relationship with the gatekeepers. The gatekeepers recommended contacts with other participants within the case institutions. However, I had similar preselected criteria for the gatekeepers to identify the other participants for the maximum

variations. The foreign teachers or the fly-in teachers were recruited in convenience sampling. Methodological limitations will be discussed later in Section 3.7.3.

Probability sampling techniques refer to 'selecting a relatively large number of units from a population...in a random manner where the probability of inclusion for every member of the population is determinable', which was primarily used in quantitative-oriented research (Tashakkori and Teddlie, 2003a). Among the three main types of probability sampling, my study employed cluster probability sampling to recruit students because they were a group that occurred naturally in the population. Due to the regulations of case institutions in the Chinese context, the most efficient way to contact them was in the classroom or the case institutions. The adequacy of probability samples was based on the number of students in the TNE programmes. If there is a population size of 1000, a sample size of 278 is required to estimate the characteristics of the population within +/- 5% (Barlette, Kotrlik and Higgins, 2011; Wunsch, 1986). Regarding the students enrolled in the TNE programmes, samples of an average of 100 students in each case institution were an adequate representation. The qualitative students' samples for the interviews were derived from the larger quantitative sample. At the end of the questionnaire, students were invited to leave the contact information if they were interested in the follow-up interviews. In CI1, none of the 22 students in the classroom had an interest in the follow-up interviews. Therefore, all three students in the follow-up interviews were recruited from the graduated students through my personal network. Three students in CI2 and two students in CI3 were randomly selected among the voluntary students to do the follow-up interviews.

3.4.3 Semi-structured interviews

The priority of qualitative data and quantitative data should have been equal in this concurrent design. However, in the practical data collection, due to snow sampling criteria and negotiation of access in the chronological order, priority was given to qualitative approach from the semi-structured interviews with the senior managers to teachers, from the senior Chinese managers to the foreign counterparts, from the local teachers to the foreign teachers.

The fieldwork of three case studies began with qualitative interviews with gatekeepers in each case institution to access the case study participants. I started from CI1 for the consideration of my network and easy access. A pilot interview was undertaken before the fieldwork in three case institutions to test the efficiency of my research instruments and the refinement of strategies for data collection. After the pilot interview with the gatekeeper of CI1, I made some changes to the interview guidelines according to his responses. For example, in order to know the general information of the TNE programmes, I prepared a form of institutional TNE background information for him to fill in before the interview (see Appendix F). However, he thought it did not make any sense as the general information could be found on the website. Regarding some other questions about the number of students currently registered in the TNE programme, he referred me to the administrative staff because he was unsure about it. Therefore, in the formal interviews, I did not ask the senior managers in other case institutions to fill this form again. Further, I asked him if he preferred being interviewed and answering in Chinese or English, he answered Chinese is preferable. I then prepared a translation of my research instruments.

Another purpose of the pilot interview was to look at his responses and understandings of some western expressions of professional terms I used in the interview process because I had done the literature review and methodological training at Sheffield Hallam University, UK. Though he understood my questions

and terminologies, he thought some of the questions are too wide to answer. The interview guidelines were revised to be more TNE curriculum focused.

The formal interviews were conducted in China from January to June 2018. In order to address RQ2 (institutional responses), face-to-face interviews were conducted with institutional TNE senior managers using semi-structured interview guidelines in each case institution. Interview questions (see Appendix G) were formulated from the research questions and were adjusted in the semi-structured interviews, which allowed for two-way communication in the focused conversation (Cohen and Crabtree, 2006). The purpose was to understand how the awarding and receiving institutions respond to TNE policy and regulations on TNE curriculum design and delivery. Overall, 12 senior managers were recruited to do the interview in three case institutions. Among them, interviews with four senior managers from the foreign awarding institutions were conducted via email or online chatting.

In order to address RQ3 (teachers' perspectives), semi-structured interviews were conducted to capture teachers' views, including fly-in teachers, foreign teachers and Chinese teachers in each case institution. Interview questions were designed (see Appendix G) around their perceptions of (a) pedagogies in TNE curriculum delivery, (b) adaptation of TNE modules in teaching, (c) their roles in the TNE curriculum design. Overall, 13 teachers were recruited to conduct face to face interviews.

3.4.4 Questionnaire survey

In order to address RQ4 (students' perspectives), a quantitative survey was conducted to explore students' experiences on the TNE curriculum and pedagogy (see Appendix G). The survey aims at exploring (a) motivations of choosing the

TNE programme; (b) the expectations of TNE and the outcomes students achieve from TNE; (C) student experiences and their degree of satisfaction about TNE curriculum design and delivery. The structured and coded questions were followed by two open-ended questions to gather in-depth data of students' experiences of the TNE curriculum. A small-scale pilot survey was conducted with three TNE students in CI1. The survey questionnaire was also given to one of CI1's teachers for her review. They similarly suggested providing a copy of the questionnaire in Chinese for reference lest students had a misunderstanding of the questions. In CI1, alongside the interviews, the survey was conducted in March 2018. With the gatekeeper's permission and the module leader, I had access to the classroom during the break of his session. I distributed and retrieved 22 copies of the questionnaire by myself. The module leader asked the students to carefully do the English questionnaire with the Chinese version for reference. Due to the limited number of students currently in the TNE programme, I sent the electronic version of the questionnaire to a tutor and the former student representative for more respondents from graduated students. 16 of 23 third-year students submitted their questionnaires to me—56 of 80 graduated students sent back their responses to me by Email. Overall, four out of 98 questionnaires retrieved were invalid due to errors and incomplete answers.

In CI2 and CI3, interviews with senior managers and teachers provided rich and in-depth information about the TNE programme in the corresponding case institutions. I revised the survey questionnaire again to adapt to the different situations in different case institutions. In CI2, Except for those who were absent from the sessions, 108 questionnaires were retrieved. Twenty-one out of 108 questionnaires were invalid because of incomplete responses. In CI3, twenty out of 133 questionnaires retrieved were invalid due to incomplete and confusing answers. Finally, 294 questionnaires in three case institutions were the basis of

the quantitative data analysis. Table 3.2 summarizes the empirical data collected from three case institutions.

Table 3.2 Summary of the empirical data collection

Roles	Method	Case One	Study	Case Two	Study	Case Three	Study	Sample size
		CI1	FI1	CI2	FI2	CI3	FI3	
Senior managers	Semi-structured interviews	3	2	3	1	2	1	12
Teachers	Semi-structured interviews	4	1	3	1	3	1	13
Students	Survey	94		87		113		294
	Semi-structured interviews	3		3		2		8
Total		107		98		122		327

3.5 Data analysis

Empirical data concerning multidimensional perspectives of TNE curriculum design and delivery were analysed from the international and national levels to the institutional and individual levels.

3.5.1 Qualitative data analysis

The qualitative data collected from the fieldwork included interview transcripts (see Appendix H), relevant documents obtained with the permission of the gatekeepers, comments made by students responding to the questionnaire. Thematic analysis is 'A process of segmentation, categorization and relinking of aspects of the data prior to final interpretation' (Grbich, 2007, p. 16). The thematic analysis is suitable for my multiple case studies because it is a flexible research tool, allowing for theoretical freedom and having the possibility to offer a detailed account of data within and across cases (Braun and Clarke, 2006). Taylor-Powell and Renner (2003) suggest using preconceived categories from the literature

review and emergent categories from the raw data set. Situated within my literature review, I identified more themes in an inductive thematic analysis, which was more data-driven to explore participants' different perceptions in relation to TNE curriculum design and delivery in each case study.

Glaser and Strauss (1967) suggest the constant systematic comparison to seek the similarities and differences across data units. Bogdan and Biklen (1982) also recommend that participants' answers to the questions should be compared across people, space and time. The abstract similarities and differences drawn from participants' pairs of expressions could be generated as themes (Ryan and Bernard, 2003). Therefore, different themes raised in the literature review but in different ways were developed through the lens of the theoretical framework and my research design.

In order to increase the reliability of my study, Yin's principle of 'case study chain of evidence' led me to research from the research questions to the findings (Yin, 2003). Hence, an initial data analysis of each case was conducted in the fieldwork. In this way, I could go back to each case to double-check the emerging findings and explore insights on what has been found in one case but not in the other case. The qualitative data analysis was conducted following the steps of the thematic analysis suggested by Braun and Clarke (2006).

- Familiarize what I have transcribed and noted down the initial ideas and generate initial codes from the data to identify the semantic content. Because there were a limited number of interviewees of senior managers, teachers, and students in each case study, the whole data extracts were coded manually to have a thorough understanding of the data segments. Some of the codes were from the literature review, participants' responses and my personal insights. More codes were from the raw data. The

repeated items were the basis of potential categories and even final themes (Braun and Clarke, 2006).

- Search for the broader themes and collate all the relevant data extracts into potential themes, subthemes. Linked to the definition of TNE curriculum and semi-structured interview questions, design of TNE, TNE curriculum content, and pedagogies were the three overarching themes identified at this stage.
- Review the themes in accordance with the criteria of ‘internal homogeneity’ and ‘external heterogeneity’ (Patton, 1990). For one purpose, I double-checked whether the themes cohered meaningfully in relation to the data extracts and the whole data set. For the other purpose, some emerging themes were identified by the constant comparison approach. For example, I created a new theme for motivations as it did not fit into the existing themes focusing on the TNE curriculum. Still, it was an important element in discussing the mobility of TNE programmes and institutions and the teaching staff and students.
- Define and refine the themes and subthemes to see how they were related to each other (Braun and Clarke, 2006). I went back and forth from my research questions to the thematic matrix. During the interviews, participants were asked more about the challenges they felt in learning the TNE curriculum. Therefore, subthemes were refined to identify the challenges in detailed teaching practices, such as teaching objectivity, teaching content, teaching methods, students’ learning preferences and assessing criteria.
- Produce the findings of thematic analysis. First, quotes from the

participants' interviews were used to illustrate the essence of themes and the validity of data analysis. Then, beyond the presentation of themes, arguments in relation to the research questions were discussed in the findings of thematic analysis.

In order to address RQ2, the political, economic, cultural, and educational factors were analysed to explore different institutional partnerships. The emphasis here was placed on the respective approaches adopted by different foreign providers in different TNE programmes, as reflected in their negotiations of TNE curriculum design and delivery with Chinese receiving institutions.

In order to address RQ3, the cultural and educational dimensions were analysed in the context of adaptation of TNE modules and the appropriateness of western pedagogies. Special attention was paid to the roles of the teaching staff in the curriculum design and delivery.

In order to address RQ4, educational dimensions and factors at the individual level were analysed in the context of the impact of TNE curriculum design and delivery. The disparity between TNE students' expectations and achievements from the TNE curriculum was an important issue within this context.

3.5.2 Quantitative data analysis

Quantitative survey data was based on 294 valid responses. They were coded and analysed by using SPSS. An in-depth within-case analysis was conducted with reference to the original interview transcripts and field notes (Coffey and Atkinson, 1996). Following the logic of treating survey data, descriptive and correlation analysis was conducted to explore the attributes of the variables. The

results were presented by percentage in the tables. Then, during the display process, different perspectives were investigated in each case, aiming to explore the interrelations between each category (Miles and Huberman, 1994). Finally, the quantitative results were embedded thematically within the qualitative results from senior managers, teachers and students' follow-up interviews. The displayed data set from each case were compared in the cross-case analysis. In this way, an explanatory analysis with variations in the three cases was built. Finally, the emerging findings were verified during the process of data triangulation.

3.6 Ethics

The ethics application was approved by Research Ethics Committee, Sheffield Hallam University. Prior to the pilot study and the main data collection, informed consent, participants' privacy, and data confidentiality are the three critical aspects of ethics and are relevant to the present research (SHU, 2016). Firstly, informed consent is to make the possible participants clearly aware of the research, and what their participating in the research involves (Wiles, 2013). They should also be given the opportunity to decide whether they agree to participate in the research or not, and they could withdraw from the research at any time (ibid). Based on my research questions, I need to get permission from three case institutions, senior managers, teachers and students separately. A pre-notification letter was sent by email to three case institutions in an attempt to articulate the outline of the study, including a timeline, research methods, a statement explaining the need for research and strategies for ensuring the safety and confidentiality of participants (see Appendix A). Later, a face to face or a telephone talk was conducted with the gatekeepers in case institutions to further explain the research project in detail if they had any questions. A research briefing and a participant information sheet, and a consent form were prepared (see

Appendix B, C, D and E). They were translated to Chinese for participants' better understanding. They then were distributed in different ways subject to appropriateness and availability. Those agreeing to participate in the interviews completed the consent form. It was repeated in three case institutions. Email as an advertisement was sent to stakeholders in the foreign awarding institutions. Internet telephone, such as Skype and Wechat, was used to give further explanation about the research project. A short oral presentation was conducted to all those involved, such as TNE teachers and students together with their headteachers in the case institutions.

Confidentiality is the principle of 'privacy and respect for autonomy' (Oliver, 2003; Gregory, 2003). To protect the participants' privacy, I employed several ways to avoid participants' information being identified. For example, I anonymized all the individual information from the participants by giving pseudonyms or code numbers. Any details to identify case institutions and participants were removed from transcripts and questionnaires or concealed in write-ups. For researchers' anonymity, if the interviews contained some sensitive information, consent to share the data was discussed with interviewees and let interviewees decide whether their information can be shared and whether or not it needed anonymizing. In the introduction to the survey and interview, I also clearly stated that the anonymized data would not be shared with other researchers. Participants were given an optional opt-out at the end of the questionnaire. They could withdraw at any time without having to provide a reason and without detriment. Those who required to read the transcript were offered a copy of the transcript. For confidentiality, primary data collected from the research project were stored on paper and in electronic form securely based on the ethical guidelines (SHU, 2016). All data collected from this study were not shared by the third party and used exclusively by the researcher of this research and my PhD thesis.

3.7 Positionality and methodological limitations

In qualitative research, the researcher plays an important role to discover the knowledge assumed to be situated in relations between the researcher and research participants (Thomas, 2017). The researcher's position affects the whole research process, from the research design, data collection to interpretations of data constructed as knowledge (Madge, 1993). Researchers' behaviours also affect participants' responses and subsequent findings (Finlay, 2002). For the integrity and trustworthiness of qualitative research, researchers need to find ways to continually evaluate the influence of subjective and intersubjective dynamics on the research process (Finlay, 2002). Reflexivity involves 'thoughtful, analytic self-awareness of researchers' experiences, reasoning, and overall impact throughout the research process' (Råheim et al., 2016). Qualitative researchers have used reflexivity as a tool to disclose their beliefs and values and reflect on their impact on the research they conducted (Finlay, 2002). It is an important data source by observing the researchers' positionality and analysing the dynamic (Takeda, 2012). Further, it allows the researchers to recognize how our knowledge is actively constructed instead of simply reporting it as 'facts' (Hertz, 1997). For my research focusing on TNE programmes in the Chinese context, it was important that I could reflexively examine my positionality between myself and the interpretations of my interviews. I adopted a reflexive approach, acknowledging the influence of my position as a former coordinator of a TNE programme and researcher.

Positionality refers to 'the stance or positioning of the researcher in relation to the social and political context of the study—the community, the organization or the participant group' (Coghlan and Brydon-Miller, 2014). There have been debates around what an insider or outsider is meant to be. Merton (1972) defines insider researchers as those who share a particular characteristic such as gender,

ethnicity or culture with the researched, whereas the outsider researchers do not have such characteristics (Mercer, 2007). Researchers' identities are fixed because of the socially recognized differences and commonality (Cui, 2014). Griffith (1998) states that the insider researchers are familiar with the participants being studied, while the outsider researchers have no pre-existing knowledge (Breen, 2007). Healey (2017) argues that researchers' insider/outsider positionality is socially constructed with a high level of fluidity through different phases of the research process. My position in this research could be described as an insider and insider-outsider at different stages, depending on the nature of my relationship with different groups of participants in different case institutions in China.

3.7.1 An insider role

There have been debates about the objectivity of insider and outsider research. For example, Simmel (1950) argues that only outsider researchers can be objective. However, Merton (1972) retorts that the outsider could not justify the findings if the research is not related to the outsider in culture, group, and knowledge. Bonner and Tolhurst (2002) list several advantages of insider research, enabling the insider to better understand the culture and extract valid data without altering the flow of social interaction. In addition, Hannabus (2000) states the benefits of insider research, such as an insider researcher's complete knowledge of the environment, power structures, organizational culture, etc. Hockey (1993) adds the benefits of insider research in terms of credibility and peer respect. It could reduce the power imbalance by interviewing peers if interviewing elites are difficult. Coghlan and Brydon-Miller (2014) note that the closer the researchers are positioned to the participants, the more power equity and common expectations could be achieved.

In Case 1, I took an 'insider' role because of my personal working experience and my relationship with the participants in CI1. I had been working in CI1 before I studied in the UK. I was a CI1's TNE programme coordinator, participating in the TNE programme from application to implementation. At the same time, I participated in the TNE curriculum and taught one module from the foreign awarding institution (FI1). When I began to do the fieldwork in China, I first came to CI1 due to the easy access. The gatekeeper of the TNE programme was my line manager. The other senior managers and the local and foreign teachers were in a good relationship with me when I worked in CI1. I believed that they would be the most likely to accept my interview invitation. The 'insider' identity helped me obtain in-depth interview data and some internal documents in face-to-face interviews. During the interviews with senior managers and teachers, they similarly said: 'you know more than me', 'I will tell you everything I know because I do not need to hide the information as you know all'. They talked with me in a free manner in the offices we used to work together. They treated me as one of their colleagues when they offered to provide me with some supporting documents. It was particularly evident when they talked about the role of the education agent. They directly expressed their unhappiness about his practices and sometimes hidden practices. They knew I had the pre-existing knowledge of these practices. Because of the painful cooperation experience with the education agent, it took me more effort to obtain the education agent's acceptance of the interview invitation. When discussing CI1's TNE programme in the interview with the education agent, he was outraged and used several radical words to describe the partnership with CI1. Interestingly, even though I had clearly explained my research project and my status, he treated me as one of the staff from CI1 rather than a researcher. He always used 'you' and 'your university' to express his complaints to CI1 in his interviews. I have used footnotes in his quotes to explain in Case 1 data analysis.

However, insider research also has disadvantages. For example, an insider may reveal too much sensitive or confidential information intentionally or unintentionally (Smyth and Holian, 2008). Economic issues were sensitive for both CI1 and FI1, especially with the involvement of the education agent. In order to protect the participants, I followed the ethics requirements, which has been discussed in Section 3.6.

Saidin and Yaccob (2016) question insider research's objectivity because the insider researchers' similar backgrounds may influence data analysis. Schulz (1944) argues that the insider researchers have the problem of research bias in the report resulting from past experiences, while the outsider researchers are more objective because they do not have prior knowledge about the topic. This research bias from my views and experiences affected my interpretation of partnership in Case 2 and Case 3. In order to reduce the impact of my pre-existing knowledge in data analysis, I used a reflexive approach to clarify where my views were from and reflected them on the research process. I distanced myself from the research process by taking the position as a researcher to ensure perspectives on the same issues from both foreign awarding and Chinese receiving institutions as the focus of my research.

3.7.2 An insider-outsider role

Drever (1995) argues that what information the participants give to the research depends on participants' perceptions of the researcher and the research. In Case 2 and Case 3, my relationship with the participants, coupled with my researcher status, determined my role of being an insider-outsider during the research process. Before I did the fieldwork in these two institutions, I only had general information about their TNE programmes from the website, which was available for everyone to search. In this sense, I am an outsider to CI2 and CI3. However,

in the Chinese context, 'insiders' means more than the conceptualization of 'insider' and 'outsider' from the western perspective, which has been discussed in Section 3.7. The social groups in China are generally divided into 'family', 'strangers' and 'associates' (Hwang, 1988). 'family' and 'associates' are defined as insiders because they have pre-existing, specific relationships, while 'strangers' are outsiders (Cui, 2014). The participants in CI2 and CI3 were recruited through my Director of Study's social network. When I initially started contacting the senior manager in CI2 and introduced my relationship with my Direct of Study, she immediately accepted my interview invitation. Although I did not have a direct connection with her before, she treated me with more intimacy when I visited her at her home for the first time. In the interview, when I asked some sensitive topics such as economic profits from the TNE programme, she was a little hesitant at first. As a researcher, I told her that she did not have to answer it if she felt uncomfortable about the question. She thought about it and said to me: 'Now that I accept your invitation, I have to be honest, let alone, I am retired now'. When she knew my previous working experience in the TNE programme as an insider, she introduced more detailed information about CI2's senior managers' disagreements. She thought I could understand her more than those senior managers who did not know TNE. My being an insider-outsider researcher made her feel comfortable to provide more information. It also helped me to obtain the rich information that insiders or outsiders hardly collected.

There are also examples indicating how I was affected by being an insider or an outsider. In CI2, because I was not familiar with the implementation of the TNE programme, I designed the students' questionnaire based on my knowledge of the TNE programme in CI1. However, when I finished the interviews with senior managers and teachers, I found that I neglected the differences of subject areas in the knowledge and application area and misunderstood the TNE model. I revised the questionnaire there. In CI3, I had to rely on one staff member to

distribute the students' survey subject to CI3's regulations. When I conducted the follow-up interview with one volunteer student, she asked me why I asked CI3's staff member to distribute the survey because, in her opinion, students would not treat the survey seriously. For one reason, none of the students dares to express their true feelings in the survey collected by an administrator who knew them very well. For the other reason, students were unhappy because they regarded it as one of the extra jobs assigned by the staff in the Office of Students' affairs. After talking with her, without breaking CI3's regulations, I have to expand the scope of students' survey distribution to increase the reliability and validity of quantitative data. I was also aware that the shift of my research identity and the intermediate people's identity impacted my research. For the quality of research, I considered the research context, reflected on the research process and triangulated multiple sources with different research methods.

3.7.3 Methodological limitations

There were some other limitations during the research process. For example, my data collection and data analysis primarily relied on the Chinese participants and their accounts. For the first reason, the number of senior Chinese managers and the local teachers accounted for most TNE programmes in three case institutions. For the second reason, it was difficult to recruit more foreign senior managers in the interviews, especially as an outsider in the other two case institutions. A lot of negotiations relied on the local senior managers' communications. Recruiting more foreign teachers in the interviews was even more difficult. In view of different arrangements of fly-in teaching in three case institutions, I had to use convenience sampling to recruit those who were easily accessible and willing to participate in my interviews. However, some of them may not be the most appropriate to answer my research questions, resulting in research bias (Tashakkori and Teddlie, 2003a). Some of the foreign teachers were employed

by the Chinese receiving institutions. They could not perfectly match the teachers from the foreign awarding institutions defined in my study. In addition, the hidden practices in the foreign teaching staff arrangements in three case institutions confused students about the definition of the foreign teachers and the fly-in teachers because different types of foreign teachers taught the students of different levels. Such a situation subsequently affected their accurate responses to the questionnaire.

3.8 Summary

This chapter provides the methodology, research design, data collection and analysis procedures. It highlights the philosophical underpinnings, pragmatism, which guides selecting a multiple embedded explanatory case study. It justifies an appropriate type of mixed-method research to answer the research questions and achieve the research aims. It details different strategies to select sampling cases and participants, collect multiple data in the fieldwork and explain the analytic framework for data analysis. Finally, it also involves ethical considerations and positionality discussions. The integrated findings of the mixed methods are presented in the succeeding chapters of three case studies and cross-case synthesis.

Chapter 4 TNE policy development in China

TNE in China develops along with China's reform and opening up, the germination of the economic system and market mechanism, internationalization of higher education and globalization (Liu, 2011). TNE development is indispensable from the progressive changes of TNE policies in the Chinese context (Tan and Liu, 2019). Zhao (2020) points out the Chinese central and provincial authorities' attitudes towards TNE changes from exploring to all-around development throughout the years since 1983. Based on the chronicled development of TNE policy in China (see Appendix I), from the perspective of the interrelationship between TNE policies, TNE activities and the number of TNE institutions and programmes, this TNE policy review outlines five distinct phases of TNE in China that is, early exploration (prior to 1995), wide development (from 1995 to 2004), critical review (from 2005 to 2009), selective expansion (2010-2015) and comprehensive improvement (2016-present).

4.1 Early exploration (prior to 1995)

The history of TNE could be traced back as early as the late Qing Dynasty. Gezhi academy was co-founded by British Consul W.H Medhurst and the gentry in Shanghai in 1876 (Tan and Liu, 2019). Then, at the beginning of the founding of the People's Republic of China (PRC) in 1949, for promoting related industries and the country's needs, China established several schools with the aid of the Soviet Union, such as the Dalian Maritime School (ibid). In the early 1980s, a small number of explorational activities of international educational cooperation were conducted after the initiation of China's reform and opening up in 1978, such as the training sessions for staff teaching Japanese offered by Beijing Language and Cultural University and Japanese International Exchange Foundation in 1980 (Wang, 2015). From 1979 to 1980, the first batch of four TNE projects of

'strengthening the personnel training and scientific research of some key universities' were cooperated between the Chinese government and the United Nations Development Program (Tan and Liu 2019). Until 1982, *the People's Republic of China's Revised Constitution* regulated: 'Following laws and regulations, the State encourages economic organizations, enterprises and institutions and other social forces to run various educational undertakings'. It offered opportunities for the foreign HEIs to enter China's education market and provided the legal basis for TNE development (Xue, 2006). A research centre of Chinese American culture was jointly conducted by The Johns Hopkins University, USA and Nanjing University in 1986. The first TNE institution offered degree and non-degree courses in the real sense (Zhou et al., 2020). The first TNE programme was a MBA course provided by Tianjin University of Finance and Economics and the University of Oklahoma in 1987 (Wang, 2015). However, such small-scale and explorational activities were informal and self-regulated cooperation between Chinese and foreign HEIs. There were no policies and regulations explicitly concerning the TNE activities at that time (Huang, 2003; Zhou et al., 2020). Problems emerged when the TNE activities were not under supervision and policy restraint. Especially from 1990 to 1992, influenced by the students' movements and the collapse of the Soviet Union, all kinds of TNE activities were strictly forbidden (Tan, 2010).

The Chinese HEIs were encouraged to restore TNE cooperation with the foreign educational providers after the inspection speech in south China delivered by Deng Xiaoping in 1992 (Zhang and Hou, 2014). The *Outline for Reform and Development of Education* was promulgated in February 1993, regulating that non-governmental sectors are an important component of China's higher education system (Ding, 2015). It was also the first time to put forward: 'TNE should be implemented within relevant national laws and regulations' (Tan and Liu, 2019). In the same year, *Notice on the Issues Concerning Cooperation in*

Running Schools with Foreign HEIs and Individuals released by State Education Commission (SEC)² (hereinafter referred to the *Notice* in 1993) initially regulated that TNE cooperation should adhere to the principle of ‘implementing actively and cautiously, taking our side as the main part, strengthening management and run TNE in accordance with law’. However, it was a document about TNE specifications, which has not yet been raised to the level of national laws and regulations (Zhou et al., 2020).

In the exploratory phase, TNE in China experienced informal, incidental and laissez-faire activities by 1995 and were cautiously controlled by the Chinese government, which resulted in only 71 TNE institutions and programmes approved by 1995 (Zhou et al., 2020).

4.2 Wide development (from 1995 to 2004)

Higher education in China has undergone structural reform to be market-oriented since the 1990s (Min, 2004). TNE has shown strengths in training human resources for national economic growth and meeting the challenges posed by globalization (Wang, 2015) after years of exploration. *Education Act of the People’s Republic of China* in 1995 encouraged foreign exchange and cooperation activities in education based on ‘independence, equality, mutual benefit and mutual respect’ (Article 67). It regulated: ‘all education activities in China should be in line with the national and social public interests’ (Article 8). Based on the ‘Act’, for regulating and monitoring an increasing number of TNE institutions and programmes, *Interim Provisions for Chinese-foreign Cooperation in Running Schools* was issued by SEC on January 26, 1995 (hereinafter referred to the *Interim Provisions*). It was the first fundamental policy guideline regulating

² SEC, renamed as Ministry of Education in 1998

TNE in China (Tang and Nollent, 2007; Meng, 2018) and provided policy support for TNE development. The first chapter of *Interim Provisions* offered the definition of TNE in China (Article 2). It regulated the role of TNE as ‘a complement to Chinese education’ (Article 5), indicating TNE has been accepted into the national education system. In addition, it stated explicitly: ‘The State encourages TNE in the field of vocational education (Article 4) and also regulated: ‘TNE shall not seek profits as the objective and/or damage the state and public interests’ (Article 5). Meng (2018) argues that *Interim Provisions* seemed to be general guidance and requirements for TNE at the macro and meso levels. For example, it only regulated that a written application for TNE institutions and programmes should be submitted. However, there was no description of the contents of the application. In addition, a TNE agreement was also required to submit together with the application form. However, there was no specific requirement for the contents of the TNE agreement. Then on January 23, 1996, as a supplement to ‘*Interim Provisions*’, the issuance of *Notice of Strengthening Degree-granting Management in Activities Concerning Operation of Institutions in Cooperation with Foreign Partners* regulated: ‘The awarding of overseas academic degrees to students must be reported to the Academic Degrees Committee of the State Council for examination and approval’. It highlighted TNE should be managed within the legal framework of Chinese education courses (Article 1) and emphasized the importance of attracting foreign HEIs with high reputations (Article 2). In 1999, the *High Education Act of the People’s Republic of China* was issued, in which Chinese HEIs were encouraged to cooperate with overseas on TNE (Article 12 and Article 36). The legitimacy of TNE has been further confirmed in regulations. Then, due to China’s entry into World Trade Organization (WTO) in December 2001 and consent to General Agreement on Trade in Services (GATS), the Chinese central government decided to fulfil the commitments to WTO. The education sectors were further opened, and more Chinese HEIs were allowed to cooperate TNE with the foreign HEIs (Meng, 2018). TNE expanded

rapidly under the protection of national legislation. 712 TNE institutions and programs were approved to establish by the end of 2002, nearly ten times more than in 1995 (Lei, 2008).

However, such fast and wide expansion has resulted in a wide range of problems, such as arbitrary charges of tuition fees, illegal recruitment of students and irrational involvement of business agencies (Jin, 2012). TNE development presented a phenomenon of unbalanced and unordered development. For example, most TNE institutions were established at the undergraduate level or even lower, and most TNE programmes were established in the developed eastern region of China (Tan, 2010). The subject areas of TNE programmes clustered in Business, Management, Foreign Languages and Information Technology, which were thoughted to be of lower running cost (ibid). Then, the Chinese government began revising the legislation of TNE. *Interim Provisions* in 1995 was replaced by *Regulations of the People's Republic of China on Chinese-foreign Co-operation in Running Schools* promulgated by the State Council in 2003 (hereinafter referred to the *Regulations* in 2003). It was the first administrative regulation on TNE (Meng, 2018). *Regulations* in 2003 further regulated TNE activities in eight chapters from the establishment, organization and administration, education and teaching, assets and financial matters, alternation and termination to legal liability. Compared with the general description of *Interim Provisions* in 1995, *Regulation* in 2003 had detailed requirements for application and TNE agreements (Meng, 2018). Compared with the principle of active but cautious attitude towards TNE cooperation initially raised in the *Notice* in 1993, the State required to open wider to the outside world to promote TNE cooperation and standardize the management according to the laws and regulations (*Regulation*, Article 3). Correspondingly, the role of TNE was upgraded from 'a complement to Chinese education' (*Interim Provisions*, Article 5) to 'a component of China's education cause' (*Regulation*, Article 3). Alongside

the promotion of TNE cooperation, the State began to pay attention to TNE institutions and programme quality. *Regulation* in 2003 encouraged the Chinese HEIs to cooperate with renowned foreign HEIs in higher education and vocational education (Article 3). In the fourth chapter of education and teaching, introducing internationally advanced modules and teaching materials that were urgently needed in China was highlighted (Article 30). Foreign languages were suggested to use in teaching if necessary (Article 31). Foreign teachers and foreign administrators employed by TNE institutions and programmes should have a bachelor's degree or above and corresponding professional certificates. They should also have at least two years of education and teaching experience (Article 27). In 2004, the *Implementation of Regulations of the People's Republic of China on Chinese-foreign Cooperation in Running Schools* was issued by the Chinese Ministry of Education (MoE) (hereinafter referred to the *Implementation of Regulation*), giving the more specific and detailed provisions as a supplementary document to the *Regulations* in 2003. The release of two TNE regulations in 2003 and 2004 further confirms the legitimacy of TNE and the importance of legal management (Tang and Nollent, 2007). As a result, there was a sharp increase in the number of TNE institutions and programmes approved by MoE or provincial authorities, roughly 915 and 1111 by the end of 2003 and 2004 respectively, which were far more than any year before (Lu, Kang and Yan, 2013).

A series of documentations had more explicit statements about the scrutiny of the establishment of TNE institutions and programmes than the supervision and evaluation process, which resulted in HEIs' more attention on application than on the management of the TNE institutions and programmes (Ding, 2015). In consistence with the *Education Act of the People's Republic of China* in 1995, TNE was still defined as 'an undertaking beneficial to public interests' in *Regulation* in 2003 (Article 3). However, *Implementation of Regulation* in 2004 added to regulate: 'a reasonable profit claimed back from TNE institutions and

programmes is subject to *Regulations for the Implementation of the Law of PRC on the Promotion of Private Education*’ (Article 31). It indicated that the State indirectly acknowledged the profitability of TNE in the form of ‘reasonable reward’ (Yang, 2019). TNE’s non-profit nature and flexibility in reasonable profits coexisted in these regulations, resulting in confusion and problems in Chinese receiving institutions during the implementation of TNE (Yang, 2019). With the release of *Notice on the Review and Check of TNE Programs and Institutions* in August 2004, the Chinese government began to rectify TNE institutions and programmes. Management, teaching activities, and financial arrangement were the three key issues to check and review.

4.3 Critical review (from 2005 to 2009)

This period witnessed a review of all TNE institutions and programmes established after 1995 and prior to the *Implementation of Regulations* in 2004 (Nix, 2009). *Opinions on Several issues in Current TNE* issued by MoE in 2006 further emphasized TNE’s non-profit nature, standard management, quality control, financial management and the introduction of high-quality educational resources. More importantly, it had 4*1/3 requirements³ for the ratio of the foreign modules in the TNE curriculum and the ratio of foreign modules that should be responsible by the foreign teachers:

one-third of the total number of modules should be from the foreign home HEI; one-third of the professional core modules should be from the foreign home HEI; the number of professional core modules taught by the foreign teachers should account for one-third of the total number of modules; the teaching hours of professional core modules undertaken by the foreign teachers should

³ In Chinese: 引进的外方课程和专业核心课程应当占中外合作办学项目全部课程和核心课程的三分之一以上, 外国教育机构教师担负的专业核心课程的门数和教学时数应当占中外合作办学项目全部课程和全部教学时数的三分之一以上 (Retrieved from <http://www.crs.jsj.edu.cn/news/index/1>)

account for one-third of the total teaching hours of modules (MoE, 2006).

Notice on Further Specification of Orders of TNE issued by MoE in 2007 (hereinafter referred to the *Notice* in 2007) listed more problems in TNE institutions and programmes from the recruitment of students to awarding the degree/diploma, from the application to implementation of the TNE institutions and programmes. In addition to reiterating TNE's non-profit principle and attracting high-quality teaching resources overseas, *Notice in 2007* began to take several measures to supervise and control TNE quality. Applications of all TNE institutions and programmes at the diploma level had been suspended until the end of 2008. Two platforms were established to work on the TNE supervision information and certificate authentication. Two mechanisms were promoted to explore TNE quality assurance evaluation criteria and identify clear-cut responsibility between TNE administrators. In 2009, MoE promulgated *Notice on the Evaluation of TNE* and *Evaluation Scheme for TNE institutions and programmes (Trial)*. A pilot evaluation was planned to start in Tianjin, Liaoning, Jiangsu and Henan Provinces and was expected to complete in 2012. Hereafter, every one or two years, more supplementary policies were issued with more specifications and detailed practical measurements regarding quality assurance in terms of TNE evaluation, supervision and management of TNE activities. They demonstrated the Chinese central government's great determination in rectifying TNE (Wang, 2015). Liu (2011) interviewed the head of the department of International Exchange and Cooperation in the Provincial Department of Education (PDE), where my three case institutions are located. She was responsible for TNE development. She revealed that though applications of the TNE programmes at the degree level failed to be approved by MoE during this period, PDE's attitude towards TNE cooperation has been positive. In order to further encourage the development of TNE cooperation within this province, PDE took full advantage of the power in the approval of the establishment of the TNE

programme at the diploma level. In other words, the TNE programmes at the diploma level could be established as long as they were approved by PDE.

During the phase of critical review, TNE cooperation was strictly controlled. More attention was paid to quality and connotation construction. It resulted in a sharp decline in the number of newly approved TNE institutions and programmes, from 43 on average per year before 2004 to three in 2004, 23 in 2006 and only three in all from 2007 to 2009 (Yang, 2012). However, Liu (2011) reveals that PDE still approved to establish 37 TNE programmes at the diploma level in 2007. That was why PDE was reticent about the number of the TNE programmes at the diploma level in the official documents during that period (ibid).

4.4 Selective expansion (2010-2015)

After a four-year revision, *National Medium and Long-term Plan for Education Reform and Development* (2010-2020) (hereinafter referred to the *Plan*) was issued on June 21, 2010. It was of great significance, serving as the theoretical and policy basis for other education policies in the next ten years (Yang and Bai 2012). In the 16th chapter of the *Plan*, multi-level and wide-ranging international cooperation in education was encouraged (Article 48). The introduction of high-quality education resources has been stressed and overtly encouraged again, including the foreign HEIs of higher reputation, education and research institutes, the worlds' top enterprises and prestigious experts and scholars. However, there was still no clarification of the definition of 'high-quality education resources' (Hu, 2018). Guided by *Plan*, MoE released *Notice of Publishing the List of Approved TNE Programmes Partly and Notice of Publishing the List of Secondly Approved TNE Programmes in 2010*. Those TNE programmes failing to be approved before 2010 were encouraged to apply again for approval. It indicates the threshold of accreditation has been lowered in response to the expansion of TNE (Yang and

Bai, 2012). 38 of 90 applications for establishing the TNE programmes were approved, almost regaining almost the same number of the approved TNE programmes on average in 2004 (Yang, 2012). Meanwhile, more regulations were released to deal with the problems in TNE. In 2012, *Notice on Strengthening the Standardized Management of Cooperatively run Schools* was issued by MoE. It required HEIs to have a clear understanding of TNE policies. All kinds of preparatory courses and further education programmes could not recruit students in the name of TNE. It also had stricter certifications and standards for overseas degrees.

MoE's reports (2013) about the development of TNE in the past three years suggested that TNE had entered a stage of rapid, stable and high-quality development. Until September 2013, all the provinces in mainland China had TNE programmes except Tibet, Qinghai and Ningxia Province. There were altogether 1979 TNE institutions and programmes. Nine hundred thirty of them at the degree level were approved by MoE after review. One thousand forty-nine of them at the diploma level were approved by the provincial education administrative departments and reported to MoE for the record. Four hundred fifty thousand students in TNE institutions and programmes at degree and diploma level accounted for 1.4% of all full-time students in Chinese universities and colleges. The TNE programmes established in top-ranking Chinese HEIs accounted for 16% of all the TNE programmes. The structure of TNE subject areas changed. Engineering studies accounted for the most than any other subject areas (37%), while literature and history studies were the least (2%). Lin (2014) reports that at the end of 2013, many of the foreign awarding institutions were still of the second class or lower level.

For further improving the quality and promoting the sustainable development of TNE, MoE issued *Opinions on Further Strengthening the quality assurance of*

TNE in Higher Education in 2013 (hereinafter referred to the *Opinion* in 2013). In the *Opinion in 2013*, aiming at establishing high-level exemplary TNE institutions and brand subjects and model modules, the structure of TNE institutions and programmes should be optimized. For example, subjects in Advanced Manufacturing and Modern Agriculture were encouraged to develop in TNE and the fields that urgently needed, weak and blank in China. Subjects like Business and Management were strictly controlled to develop. To continue *Regulation in 2003*, it had further requirements for the foreign teachers' qualifications: 'The professional qualification and academic level of the foreign teachers employed internationally should not be lower than the teachers sent from the foreign awarding institutions'. A series of measures promoted TNE development and demonstrated the Chinese government's focus on TNE development from quantity to quality (Ren and Tian, 2020).

In 2014, the *Decision on Accelerating the Development of Modern Vocational Education* issued by the State Council and *Plan for the Construction of Modern Vocational Education System by MoE and other ministries* simultaneously encouraged vocational colleges to establish high-level TNE institutions and programmes. On November 28, 2014, a seminar on the evaluation scheme of the TNE programmes at the diploma level was held in Beijing⁴, signalling the official start of the evaluation procedure of TNE programmes at the diploma level. The number of TNE programmes at the diploma level increased to 861 in 2014. The number of TNE programmes at the degree level increased to 2377 until 2015 (Zhao, 2020).

In September and October of 2013, when Chinese President Xi Jinping visited Central Asia and Southeast Asia, he raised the initiative of jointly building the Silk

⁴ Retrieved from http://old.moe.gov.cn//publicfiles/business/htmlfiles/moe/moe_1485/201412/180887.html

Road Economic Belt and the 21st-Century Maritime Silk Road (hereinafter referred to as *the Belt and Road*)⁵. Subsequently, in March 2015, *Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road* was released to promote the development of *the Belt and Road*. In October the same year, the State Council issued the *Overall Plan for Comprehensively Promoting the Construction of World-class Universities and First-class Disciplines*. It claimed: 'Chinese HEIs should have substantive cooperation with world-class HEIs and academic institutes, effectively integrate foreign high-quality educational resources into the whole process of teaching and scientific research, and jointly train high-level talents and scientific research (Provision 13). These documents in 2015 suggest that the State was promoting the quality and effectiveness of TNE in higher education and developing it to serve the development of China (Liu, 2019).

In line with national TNE policies and regulations, at the provincial level, PDE issued *Notice about Index for HEI's Applying TNE programmes*⁶ in 2014. It was a practical guideline for the Chinese institutions within this province to refer to when they applied to establish the new TNE programmes. The TNE model was regulated in the provincial regulation in detail that the teaching period of the TNE programmes granting diplomas or degrees should be mainly conducted within the Chinese border. To those which adopted split transnational teaching model, the teaching period within the Chinese border should be no less than two-thirds of all the period, namely, the TNE programme at the diploma level should be no less than two years, TNE programmes at the degree level no less than three years and those at the master's degree level no less than 1.5 years. PDE (2014) also had further regulations for the TNE subject areas suggested by MoE's *Opinion in 2013*. For example, it wrote: 'the TNE subject areas concerning the emerging

⁵ Retrieved from <http://ml.china-embassy.org/chn/zt/ydyl/t1252642.htm>

⁶ Retrieved from <http://www.cfce.cn/a/news/gddt/2014/1009/2735.html>

industries are supported in our province such as new energy, new materials, biotechnology and new medicine and software and service outsourcing'. Meanwhile, it also suggested avoiding running the TNE programme repetitively at the lower level in the areas that the State strictly controlled like Business, Management and Computing, Information Technology and Journalism communication. In addition, PDE's internal document (2015) had further explanations of MoE's requirements for the TNE curriculum (2006). It clarified: 'At least eight professional core modules should be delivered by the foreign teachers within China. In principle, the fly-in teachers sent by the foreign HEIs should not teach in the form of condensed sessions. With the recognition of the foreign HEIs, the foreign teachers employed by Chinese HEIs could be regarded as the teachers of the foreign HEIs. They could teach fundamental modules or fundamental professional modules. The professional core modules should still be taught by the teachers sent from the foreign awarding institutions'. In this regard, PDE, on the one hand, followed the national TNE policies and regulations. On the other hand, PDE had applicable regulations for the development of TNE in this province to serve the local needs.

4.5 Comprehensive improvement (2016-present)

The State Council issued *Several Opinions about Opening-up Education in the New Era* in April 2016 (hereinafter referred to the *Opinion*). It set the comprehensive improvement of quality of TNE institutions and programmes as the focus of work: 'Until 2020, the effectiveness of TNE should have obvious improvement'. Meanwhile, the working principle proposed again reflects such attitude: 'Focus on the central task, serve the overall interests, embody my ownership, embrace inclusiveness, improve levels, develop connotatively, cooperate equally and guarantee security'. From 2015 to 2017, only 273 newly TNE institutions and programmes were approved (Liu 2019), 125 fewer than TNE

institutions and programmes established from 2013 to 2015. Though there was an apparent increase of TNE institutions and programmes in China's western region, the eastern region still has the advantages in the overall number due to the long history and rich experience in running TNE (ibid). The subject of the newly approved TNE programme clustered in Engineering and Social Sciences (ibid). In 2018, MoE announced to terminate 234 TNE institutions and programmes at the degree level or above⁷, including 5 TNE institutions and 229 TNE programme. They were evaluated as an insufficient introduction of high-quality educational resources, low teaching quality, weak professional basis and lack of connotative development mechanism. It resulted in altogether 2342 TNE institutions and programmes until June 2018. However, the level of TNE institutions and programmes improved. Almost half of them were at the degree level or above (1090). 23.67% of 1090 TNE institutions and programmes offered masters' degrees or above (258/1090) (Yin et al., 2018).

In response to the national strategy of 'the Belt and Road' and 'Opinion', MoE issued an *Action Plan for Innovative Development of Higher Vocational Education* (2015-2018) in 2015 and *Promoting the Construction of the Belt and Road Educational Action* in 2016. These two documents similarly required further strengthening cooperation in education with the neighbouring countries in 'the Belt and Road'. For further promoting of 'the Belt and Road', MoE and Ministry of Finance issued *Opinions on the Implementation of the Plan of Constructing High-Level Vocational Universities and Colleges with Chinese characteristics* in 2019, highlighting the cooperation with developed countries in vocational education and introduction high-quality vocational education resources from overseas. The number of TNE institutions and programmes with the countries in the list of 'the

⁷ Retrieved from http://www.gov.cn/xinwen/2018-07/04/content_5303515.htm

Belt and Road' gradually increased, though American HEIs were still the main foreign awarding institution (Liu,2019).

Along with the focus on building the internal quality mechanism for TNE institutions and programmes in China, how to strengthen the radiation effect of TNE on the internationalization of higher education is the main task of TNE at present (Zhao, 2020). In 2017, the State Council issued an *Opinion about Strengthening and Improving the Ideological and Political Education in Higher Institutions*. International exchange and cooperation were highlighted to be one of the crucial roles that Chinese HEIs should undertake. In the same year, the State Council's *Opinions on Strengthening and Promoting Cultural Exchanges Between China and Foreign Countries* continued highlighting going global and introducing foreign educational resources, in-depth TNE cooperation and collaboration on scientific research with the foreign HEIs. In September 2019, *Guidelines for Running Colleges and Universities Overseas (Trial) (2019 Edition)* was officially released by the China Association of Higher Education under the guidance of MoE to promote Chinese HEIs' TNE cooperation overseas and cultural exchanges.

To achieve the objectives raised in the *Outline of the Thirteenth Five-year Plan for National Economic and Social Development (2016-2020)*, in February 2019, the State Council issued *Chin's Education Modernization 2035*. Aiming to create a new pattern of education opening to the outside world, the Chinese government made it clear to improve the quality of TNE, promote the one belt, one road education campaign, and accelerate the construction of overseas international schools with Chinese characteristics. By the end of 2019, 2238 TNE institutions and programmes covered 29 provinces and cities except for Tibet and Ningxia in mainland China. Chinese HEIs cooperated with more than 800 foreign awarding institutions from nearly 40 countries and regions on 11 disciplines and 200

courses. More than 90% of 600,000 students are studying in TNE institutions and programmes in the higher education sector. TNE has entered a new stage of high-level and exemplary development (Ren and Tian, 2020).

4.6 Summary

TNE has become the third important force of education in addition to public and private education (Meng, 2018). TNE policies and regulations reflect governments' attitudes towards TNE and guide the direction of TNE development at the national level. After going through five phases, TNE development is currently at the stage of improving quality and effectiveness (Li, 2020). More and more TNE policies and regulations have been issued concerning quality issues in TNE curriculum design and delivery, such as 4 * 1/3 requirements for TNE curriculum design and delivery (MoE, 2006), the qualifications of the foreign teaching staff (MoE, 2013), evaluation scheme for the TNE programmes at the degree level (MoE, 2009) and diploma level (MoE, 2014).

However, there are still some controversial issues that the TNE policies and regulations have not clearly stated, which result in grey areas for TNE practitioners' different interpretations and practices. How to define the nature of TNE and balance the non-profit and reasonable reward is one of them. Yang (2019) points out that foreign awarding institutions are attracted by China's huge education market demand and take advantage of TNE to expand the source of students, increase the income of funds and improve their education internationalization level. However, the Chinese central and provincial authorities and the Chinese receiving institutions intend to take advantage of TNE to support the course construction, promote domestic education and teaching reform, and improve personnel training in China. In addition, TNE could save education funds and narrow the trade deficit in education services. Under such circumstances, the

Chinese government intends to develop TNE for public welfare with a certain degree of economic profits. Such attitudes lead to vague and sometimes contradictory descriptions about the nature of TNE in the Chinese TNE policies and regulations (ibid).

How to define high-quality education resources is another controversial issue. There has been increasing emphasis on introducing high-quality education resources from overseas, especially in TNE policies and regulations issued in the phase of selective expansion and comprehensive improvement. However, there has been no clear standard and authentication system to evaluate them (Liu, 2018). China Education Association for International Exchange (CEAIE, 2016) explains the high-quality foreign education resources could be referred to renowned foreign HEIs (Article 3, *Regulation*, 2003), wide-recognized foreign HEIs and courses (Article 3, *Implementation of Regulation*, 2004) and foreign courses that are new and urgently need in China (Article 3, *Implementation of Regulation*, 2004). However, except for the renowned foreign awarding institutions, which the world ranking could evaluate, the other two resources are subject to practitioners' interpretations.

How to define high-quality foreign teaching staff is another controversial issue. Though *Regulation* in 2003 had the general requirements for the qualifications of the foreign teachers, whether teachers' professional backgrounds need to match the modules they teach was not clarified. Furthermore, there was no distinction between foreign language teachers and foreign professional teachers. The overall requirements for foreign teaching were obviously lower than those for local teachers (Liu, 2018). Though *Opinion* in 2013 raised the standard of employing the foreign teaching staff, the criteria of 'no lower than' are vague for the practitioner's reference. In addition, *Regulation 2003* encouraged the introduction of teaching materials from foreign HEIs. Meanwhile, it required to teach mainly in

standard Chinese and suggested teaching in English if necessary, which is contradictory in logic (Liu, 2011). With the awareness of such contradictory statements, PDE's *Opinions on Promoting the Work of TNE in 2008* clarified that: 'In addition to special courses such as Chinese culture, foreign languages are allowed to be used in all modules'. However, such requirements neglected teachers' abilities to teach in a foreign language.

TNE policies and regulations promulgated at the national level also leave space for the provincial education department's flexibility based on the province's needs. How to balance national general guidance and local labour markets has become a strategic issue for the practitioners in this province. For example, taking advantage of vague statements about the approval power of TNE programmes at the degree level and diploma level in *Regulation* (2003) and *Implementation of Regulation* (2004), PDE developed the TNE programmes at the diploma level in this province (Liu, 2011). However, the expansion of TNE programmes at the diploma level resulted in quality concerns and posed challenges to the national and provincial quality control (Liu, 2011). Echoed with the Chinese government's changing guidance on TNE subject areas for the national development, as suggested in MoE's *Opinions* in 2013, PDE (2014) selected to develop the TNE subject areas that could serve the local development. However, they neglected the compatibility of foreign courses of the same subject area in the Chinese and regional context. In line with Chinese central authorities' increasing attention on Chinese receiving institutions' main roles in TNE, as identified in SEC's *Notice* in 1993 and the State Council's *Opinion* in 2016, PDE (2014) applied it into the requirements for the TNE model, such as encouraging more years or the whole period of study within China. However, it neglected unbalanced economic development in different regions within the province.

Ding (2015) points out that TNE policies and regulations await perfection more

for the quality of TNE delivery and its process management. As presented before, due to the general, vague and sometimes contradictory statements in national TNE policies and regulations, provincial practitioners have different interpretations about the nature of TNE, quality of the foreign education resources, TNE subject areas and models, which have been reflected in provincial guidance of applications of the establishment of the TNE institutions and programmes. The impact of all these controversial issues and vague statements in TNE policies and regulations need to be further explored in the implementation of TNE programmes. My research could fill the gap of previous studies about policy impacts on TNE curriculum design and delivery.

Chapter 5 Case Study One

5.0 Introduction

This chapter presents data collected from Case Institution One (CI1). It starts with the overview of CI1, the foreign partner institution one (FI1), and the TNE programme structure to provide the context for the inter-case and later cross-case data analysis. Different understandings of TNE curriculum design and delivery are presented from the management perspective, teaching perspective and student perspective. Finally, the findings are summarized to compare with what has been identified in the literature review.

5.1 Overview of the TNE programme

CI1 is a public HEI located in the northern area of one province in China, delivering undergraduate degree courses and a small number of diploma courses. CI1 has a three-year Early Childhood Education (ECE) course, awarding CI1's diploma. FI1 is a community college in North America. It offers a two-year ECE course, awarding FI1's diploma.

Approved by the Provincial Department of Education (PDE) and filed by the Ministry of Education (MoE), the TNE programme was successfully established in 2011. It is a TNE programme jointly established by CI1 and FI1 on ECE with the TNE model of '3+0'. The tuition fees are 15000 RMB per year, almost three times as high as CI1's regular ECE students⁸ (4600 RMB/per year). Qualification and academic requirements for students to obtain CI1 and FI1's diplomas will be discussed later in the next section of the curriculum structure.

⁸ CI1's regular EIE students refer to the students majoring in ECE, who are recruited by CI1 and granted CI1's diploma upon graduation.

5.1.1 Curriculum structure

The structures of the TNE curriculum and CI1's ECE curriculum are presented below in Table 5.1.

Table 5.1 TNE curriculum and CI1's ECE curriculum

Curriculum			Number (%)		Credits (%)		Teaching hours (%)	
			TNE	ECE	TNE	ECE	TNE	ECE
From FI1	ECE modules		17 (39.6)	-	50 (31.1)	-	870 (31.9)	-
From CI1	General education modules	Language modules	3 (7)	1 (1.8)	28 (17.4)	12 (7.3)	451 (16.7)	204 (7.1)
		Others	6 (13.9)	6 (10.5)	9 (5.6)	21 (12.7)	150 (5.5)	363 (12.6)
	Professional modules	Professional fundamental modules	8 (18.6)	16 (28)	20 (12.4)	39 (23.6)	336 (12.3)	725 (25.2)
		Modules of children's subject learning	-	5 (8.8)	-	10 (6.1)	-	168 (5.8)
		ECE skills modules	9 (20.9)	14 (24.6)	30 (18.6)	37 (22.4)	514 (18.9)	748 (26)
	Optional modules	Designated elective modules ⁹	-	7 (12.3)	-	9 (5.5)	-	134 (4.7)
		Random elective modules ¹⁰	-	8 (14)	-	10 (6)	-	135 (4.7%)
		Placement	-	-	24 (14.9)	27 (16.4)	400 (14.7)	400 (13.9)
	Total		43 (100)	57 (100)	161 (100)	165 (100)	2721 (100)	2877 (100)

(Source: TNE curriculum and CI1's ECE curriculum were collected from CI1's official website)

Table 5.1 shows the differences in module numbers, credits and teaching hours between the TNE curriculum and CI1's ECE curriculum. There are 17 ECE-

⁹ Students just need to complete nine credits from the seven designated elective modules with total 16 credits and 268 teaching hours.

¹⁰ Students just need to complete ten credits from eight random elective modules with total 16 credits and 280 teaching hours.

related modules introduced from FI1, accounting for 39.6% of numbers, 31.1% of credits and 31.9% of teaching hours. Eleven of them are concerned with the general ECE theories and knowledge like *Health and Nutrition*. The others are related to the context of FI1's country, like *Community Service* and special education like *Autism Spectrum disorders*.

All the other modules in the TNE curriculum were selected from different categories of the regular ECE curriculum. Firstly, all the general education modules remained, but 50% of the teaching hours were axed. Two more language modules training students' oral and writing abilities were identified as FI1's modules. They occupied 266 teaching hours, which were twice as many as those in the regular ECE curriculum. Then, 50% of the modules about the general ECE knowledge and 64 % of ECE skills modules were included in the TNE curriculum. The credits of the corresponding modules were the same. The teaching hours were overall condensed by 81 hours. CI1's modules about children's subject learning, like *Children's Language Training* and 15 optional modules, were totally excluded from the TNE curriculum.

Given MoE's requirements (2006), all the FI1's modules were defined as the professional core modules. Two language modules were defined as FI1's modules. The percentage of the numbers, credits and the teaching hours of FI1's modules were further increased to 44.18%, 41.1% and 41%, respectively, in the TNE curriculum. Meanwhile, CI1's modules were either decreased in teaching hours or excluded to leave space for FI1's modules and again made the ratio of FI1's modules seemingly increase to some extent.

Due to students' flexibility in choosing optional modules, CI1 used credit to evaluate students' qualifications for graduation. FI1 had an additional language requirement for students upon graduation. Qualification and academic

requirements for students to obtain CI1 and FI1's diplomas are summarized below in Table 5.2.

Table 5.2 CI1's and FI1's requirements for diplomas

Requirements	Students in the TNE programme		Students in CI1's regular ECE course
Diploma	CI1's ECE diploma	FI1's ECE diploma	CI1's ECE diploma
Academic requirement	161 credits	161 credits	165 credits
Language requirement	Pass Practical English Test for Colleges (Level A) ¹¹	TOEFL ¹² : 550 IELTS ¹³ : 6.0 Exit Exam ¹⁴ : 60	Pass Practical English Test for Colleges (Level A)

(Source: the TNE curriculum and CI1's regular ECE curriculum were collected from CI1's Department of Education and Science)

Table 5.2 shows that students would be awarded CI1's diploma if they obtained 161 credits and passed the national Practical English Test (Level A) for students at the diploma level. Students could have FI1's diploma if they also met the language requirements, such as TOEFL at the score of 550, IELTS at the score of 6.0 or passed the Exit Exam designed by FI1 at 60.

5.1.2 Teaching staff

CI1 had the full-time staff to manage the TNE programme and arranged the local teachers from different departments within CI1 to deliver the TNE curriculum. CI1's internal documents indicate that none of the fly-in teachers was sent from FI1 to conduct any teaching sessions in CI1. Foreign teachers employed by CI1

¹¹ Practical English Test for Colleges (PETC) is a national English test intended for the students at the diploma level organized by MoE. Of the two types of PETC, Level A is more difficult than Level B.

Retrieved from <https://www.tutorabc.com.cn/About/NewsDetail/6875.html>

¹² Test of English as a Foreign Language

¹³ International English Language Testing System

¹⁴ FI1 provides Exit Exam as an alternative way to assess students' English proficiency. Students are given five times, which is in the charge of the education agent.

were invited to teach the language modules and ECE modules in the TNE programme. More information about arrangements of the teaching staff and teaching activities collected from fieldwork will be presented in Section 5.2 about senior managers' perspective and in Section 5.3 about teachers' perspective.

5.1.3 Students recruited

Students in the TNE programme and CI1's ECE course were recruited according to their scores in National College Entrance Examination (NCEE). TNE students and CI1's ECE students' lowest admission scores from 2013 to 2016 are presented below (see Table 5.3).

Table 5.3 Students' lowest admission scores in CI1

Admission year	TNE students' entry requirement	ECE students' entry requirement
2013	229	301
2014	252	306
2015	247	317
2016	259	325

(Source: Retrieved from CI1's official website of students' admission)

Table 5.3 shows that students in the TNE programme were recruited with much lower scores in general than those in CI1's ECE course. The TNE programme did not have any entry requirement for students' language proficiency. With reference to students' scores in FI1's Exit Exam from 2011 to 2014, 22%, 11%, 9% and 13% of students could not obtain FI1's diploma because they failed in the Exit Exam.

5.2 Management perspective

Senior managers' perceptions were collected from semi-structured interviews with five senior managers. CI1 manager 1 was the gatekeeper of the TNE programme. CI1 manager 2 was a senior academic manager responsible for TNE curriculum design. CI1 manager 3 was the coordinator of the TNE programme. FI1 president was the President of FI1, and FI1 agent was an education agent.

5.2.1 National policy implications

Attracted by PDE's easier approval procedure for the TNE programme at the diploma level, the FI1 agent decided to explore the possibilities of TNE cooperation in this province:

I have to negotiate TNE cooperation in this province and Shandong Province because these two provinces could approve TNE programmes by themselves. They just need to report for MoE's record rather than MoE's second approval (FI1 agent).

Considering the immigration policy of FI1's country and FI1's needs, the FI1 agent expressed his strong interest in ECE:

ECE is among the current list of 50 kinds of occupations that are demanded in the immigration policy of FI1's country. It was already in the previous list of 20 domains. Therefore, I think ECE is just what FI1 urgently needs (FI1 agent).

PDE's *TNE application index* (2014) regulated: 'One Chinese course could only cooperate with one foreign HEI¹⁵'. FI1 agent had to select CI1 because he knew the other Chinese HEI in this province already had a similar TNE programme on ECE. Whilst FI1 agent was in quick response to PDE's encouragement. Manager 1 still held a passive and wait-and-see attitude due to his worries about the quality of TNE programmes quickly approved by PDE:

¹⁵ In Chinese: 中方 1 个专业只能与 1 个外方开展合作

We were passive at that time because there have been a lot of introductions about TNE programmes. We knew that some of them were good while some were not (Manager 1).

However, CI1's attitude towards TNE changed when the Chinese government listed international exchange and cooperation as one of the five responsibilities that the Chinese HEIs should undertake¹⁶ (State council, 2017). Manager 1 took the initiative to contact the FI1 agent again for a new TNE programme at the degree level because he had more resources of the foreign HEIs. FI1 agent was happy that his business was getting better when more Chinese HEIs came to him for TNE cooperation:

The governments will evaluate the performance of senior managers in promoting the internationalization of higher education. They (Chinese HEIs) always come to me for zero breakthroughs (FI1 agent).

With the involvement of the FI1 agent, the main issue negotiated between CI1 and FI1 was the TNE model. Manager 1 selected the '3+0' TNE model as he thought it was the TNE model supported by PDE and would be easier to approve. For FI1, in order to obtain governments' approval of the establishment of the TNE programme, the FI1 agent persuaded FI1 to comprise the TNE model first:

Our original intention of the TNE model is '2+1'. We will not cooperate with you¹⁷ if we know you only agree to do '3+0'. Therefore, the model should be either '3+0' or '2+1'. However, in order to do '2+1', we are willing to do '3+0' first. In the TNE agreement, students in this programme could transfer to study in FI1 anytime, for example, in one

¹⁶ Higher institutions should take the responsibilities of talents training, scientific research, social service, cultural heritage and innovation as well as international exchange and cooperation (in Chinese: 高校肩负着人才培养、科学研究、社会服务、文化传承创新、国际交流合作的重要使命)

¹⁷ In the interview with FI1 agent, the word 'you' was frequently mentioned and referred to CI1 because I was a member of staff and worked in CI1's TNE programme before (see the rationale of the research in the introduction and insider perspective in methodology chapter)

year, second year or even third year. We compromised in negotiating the TNE model because we expected you to send students to FI1 (FI1 agent).

5.2.2 Institutions' interpretations of the TNE programme

Though senior managers agreed on ECE as the TNE subject area and the '3+0' TNE model for the dual diploma, they had different interpretations of the TNE programme. Instead of FI1 and the education agent's interests in doing the TNE programme on ECE for attracting students out, Manager 1 valued CI1's ECE strength and local popularity, which could help the TNE programme to recruit more students:

TNE programme should be established on our traditionally strong discipline or in line with the development of CI1. In that case, we do not have to worry so much about students' recruitment (Manager 1).

In addition, the increasing national and local demands for ECE teachers further boosted his confidence in students' good employment in the local job market:

Because of the decrease in population in recent years, the labour market is short of labour. Under such circumstances, China began to carry out the two-child policy¹⁸ instead of the previous one-child policy. Therefore, many ECE teachers will be badly needed, especially those with international ECE knowledge (Manager 1).

Further, considering parents' economic affordability, Manager 1 raised the '3+0' TNE model for recruiting more students:

Parents must pay more if students planned to study overseas for more years.

¹⁸ The selective two-child policy was implemented in 2011 (couples could have two children if couples are from the one-child family in 2011. Then, couples can have two children if one of the couples is from the one-child family in 2013). Since 2015, the universal two-child policy has been implemented (any couple could have two children). Retrieved from <https://baike.baidu.com/item/%E5%85%A8%E9%9D%A2%E4%BA%8C%E8%83%8E/18763393?fr=aladdin>

If that were the case, students' recruitment would be deeply affected... Not all families could afford higher International tuition fees (Manager 1).

In this respect, Manager 1 regarded the TNE programme as an alternative way for students to study and work in China. However, the FI1 agent thought oppositely as CI1 about students' development in the TNE programme. He signed another internal agreement with CI1, encouraging students to transfer to FI1 at any time within the TNE programme:

What is TNE really for if students could not have a way out? Therefore, TNE should not be established only to the satisfaction of Chinese HEIs and teachers. Instead, TNE should provide a path for students to go out (FI1 agent).

5.2.3 Role of the education agent

Though the FI1 president expressed his interest in establishing a TNE programme in China, he did not know how to identify a suitable Chinese HEI for FI1. He explained the relationship with the FI1 agent: 'As my International Executive Assistant, he (FI1 agent) was very helpful in identifying CI1 as a good fit for FI1'. FI1 agent positioned himself 'as a representative of several foreign HEIs'. He had rich resources of the Chinese and foreign HEIs and also knew how to negotiate and communicate between the two parties and how to do the TNE programmes in China. However, Manager 1 understood that FI1 and FI1 agent cooperated to do the TNE programme in China for more economic profits:

Through this TNE programme, they (FI1) do not need to change anything by themselves. In addition, they could have an extra income. That was why they were so happy about such cooperation when the education agent came to them first (Manager 1).

Furthermore, the FI1 agent's personal social network in China played a vital role in establishing CI1's first TNE programme on CI1's advantageous subject area of

ECE:

My friend introduced me to Manager 1. But I did not reach an agreement with Manager 1. Then I got the contact with the Party Secretary of CI1 through my social network. Finally, it was he who decided to do the TNE programme with me (FI1 agent).

For CI1, due to insufficient official information channels, Manager 1 had to ask education agents for help, expecting to find an appropriate foreign HEI:

It is the traditional practice for the Chinese HEIs to do TNE programmes at the diploma level through education agents. The Chinese HEIs are in the passive position in TNE. Why? That is because the information channel is insufficient. We intended to cooperate with a foreign HEI of a similar level as CI1 or better than us. However, it is challenging for us to find them. Although there are international exhibitions in large cities every year, they could not cover all schools (Manager 1).

FI1 agent played an important role in initiating the dialogues on TNE between CI1 and FI1 and intermediating to draw an agreement on the controversial issues such as teaching arrangements of the fly-in teachers. In response to FI1's refusal of sending any of the fly-in teachers out to CI1, Manager 3 revealed how they negotiated in private and cooperated with the application paperwork in order to get the TNE programme approved first:

FI1 was persuaded to agree with the arrangements of integration of curriculum and teaching staff in the application for PDE's approval of the establishment of the TNE programme. However, he (FI1 agent) also added that some issues, like teaching staff, will leave to discuss after the TNE programme is approved (Manager 3).

When the TNE programme was approved, the FI1 agent used the cost of the TNE programme and students' weak language abilities as excuses to persuade CI1 not to ask for the fly-in teaching:

My professor's salary is 100 thousand dollars per year. Could your TNE programme afford the teaching of such professors? Could your tuition fees cover their salary?...If you insisted that fly-in teachers should come and teach, could your students understand English? (FI1 agent).

Thinking of the later hidden practices in the teaching activities in the TNE curriculum, Manager 1 did not insist on asking for the fly-in teaching. More importantly, he had to rely on a FI1 agent to convey information between the two institutions in order to 'help' students obtain FI1's diploma:

He (FI1 agent) knew that FI1 only needs students and their money. So then, he persuaded FI1 to pursue profits and advised us not to be serious about the teaching quality (Manager 1).

5.2.4 Institutions' partnership in the TNE curriculum

Manager 2 used the word 'unfair' to describe the partnership in the TNE curriculum and students' outcomes affected by the TNE curriculum. Practically, she found FI1 and FI1 agent's attitudes were so arbitrary without leaving any space for CI1's negotiation of the TNE curriculum. For the excessive ratio of FI1's modules in the TNE curriculum (see Table 5.1), Manager 2 explained: 'We mainly consider FI1's requirements. We have to teach as many modules as what FI1 required to'. FI1 agent required:

I do not care about how you design your TNE curriculum. You have to teach all my modules. The students have to obtain all my credits. They will not be awarded my diploma even if one credit less (FI1 agent).

Worried about students' lack of ECE knowledge of working in China, Manager 2 highlighted the necessity of adding more Chinese ECE modules to help students pass the examinations of ECE teacher qualification accreditation ¹⁹ and

¹⁹ Examinations of ECE teacher qualification accreditation (JSJSZGZ, 2018). ECE graduates need to take the examinations of psychology, pedagogy and laws and regulations. They also need to take the tests of five ECE skills, such as piano and vocal music, ECE knowledge, writing teaching plans, drawing and dancing. ECE teachers should additionally

examinations of gaining the working permit in the public kindergartens²⁰. She explained students' employment in the local labour market would be ultimately affected if they did not have these Chinese certificates upon graduation:

Students need to take part in the examinations to obtain the qualification of being a teacher and working in public kindergartens. Students' employment will be affected if Chinese ECE knowledge is absent from the curriculum. It is unfair to them because most graduates will hunt for jobs in China instead of working overseas (Manager 2).

To meet the Chinese government's requirements for the ECE curriculum, Manager 2 had to add some other modules concerning ECE skills into the TNE curriculum: 'In real working circumstance, some ECE skills were needed. We had to add some because our national professional standard also required them'. Though she felt worried about students' competitiveness in the local market, she had to condense the necessary CI1's modules and excluded some other CI1's modules in order to make space for FI1's modules. She, therefore, thought it would be unfair for students to be trained by too many FI1's modules, some of which were regarded to be inapplicable in the Chinese ECE context.

Interestingly, when sufficient FI1's modules were added into the TNE curriculum as FI1 agent required, FI1 and FI1 agent seemed to be not interested in solving the local teachers' difficulties in teaching FI1's modules. They explained: 'We are not professional in ECE. It should be your teachers that communicate with your counterparts in FI1'. Their attitudes additionally left a grey area for CI1's hidden practices in the TNE curriculum delivery. Taking advantage of FI1's annual quality

take the examination of knowledge and ability of childcare. (Retrieved from <http://www.jsjszgz.com/show-143-3616-1.html>).

²⁰ Examinations of gaining the working permit in public kindergarten were organized by the local educational authorities. Generally, they consisted of written examinations of basic knowledge of education and relevant discipline knowledge and an oral test of a trial lecture. (Retrieved from <https://baike.baidu.com/item/%E6%95%99%E5%B8%88%E7%BC%96%E5%88%B6%E8%80%83%E8%AF%95>)

control instead of participating in daily teaching activities, Manager 2 granted the local teachers more discretion to teach FI1's modules:

We asked our teachers to add our ECE contents after finishing his (FI1's module) contents. The ratio of the Chinese contents in the FI1's module will leave the teachers to manage (Manager 2).

To sum up, aiming at attracting students out, FI1 selected ECE at the FI1 agent's suggestion. Considering CI1's academic advantage in ECE and the promising labour market for ECE graduates, CI1 supported ECE that FI1 chose. For recruiting more students, CI1 decided on the '3+0' TNE model. Because the education agent had rich Chinese and foreign HEIs resources and was also experienced in doing the TNE programme in the Chinese context, he could bridge the two HEIs with different intentions to cooperate with the TNE programme. Different interpretations of the TNE programme extended to the TNE curriculum design. Since students did not need to go to FI1, FI1 was strict with Chinese students' completion of all FI1's modules to obtain FI1's modules. However, taking the Chinese ECE context and students' needs into consideration, CI1 allowed for teachers' flexibility in TNE curriculum delivery for students' better employment in China. Teachers' perceptions of senior managers' issues disagreed with each other will be explored from their own perspective.

5.3 Teaching perspective

Teachers' perceptions were collected from semi-structured interviews with four local ECE teachers and an American teacher. Four local teachers taught CI1's ECE modules in CI1's regular ECE modules. Meanwhile, they were asked to teach FI1's modules in the TNE programme. One American teacher initially employed by CI1 to teach the English language was invited to teach one of FI1's modules because her master's degree was in Special Education.

5.3.1 Teachers' challenges in FI1's modules

When the non-academic senior managers carefully selected ECE, they regarded it as a popular subject area that was good for developing the TNE programme. The TNE curriculum was subsequently designed to meet FI1 and CI1's basic graduation requirements. The teachers raised more and more academic issues previously neglected by the senior managers during the TNE curriculum delivery.

5.3.1.1 Incompatible ECE contents

Rooted in different national conditions and the ECE contexts, CI1 and FI1's ECE curriculum were endowed with different disciplinary features. For example, many of FI1's ECE modules were concerned with special education. Teacher 1 introduced why they were incompatible in the Chinese context:

They (FI1's country) do an excellent job in the inclusive education of normal and special children.... However, Chinese ECE teachers are trained mainly for the need of normal children. We had special education schools for the special children (Teacher 1).

Teacher 1 pointed out children age spectrum that FI1's course aimed at: 'Students graduated from FI1's two-year ECE course was supposed to provide support to the children ranging from one to four'. However, MoE (2016) revised the previous trial implementation of *Working Regulations in Kindergartens*²¹ in 1989, regulating that the age of children admitted to kindergartens should be from three to six years old. In addition, when Teacher 1 observed FI1's ECE students' placement, she found that they were trained to take different roles in kindergartens from CI1's ECE graduates:

I found the students trained in this ECE programme could just work as assistants instead of teachers...However, our (CI1's) students in the three-year ECE course were trained for the education of children from three to six as

²¹ MoE (2016) *Working Regulations in Kindergartens*

(Retrieved from http://www.moe.gov.cn/srcsite/A02/s5911/moe_621/201602/t20160229_231184.html)

teachers (Teacher 1).

Teacher 1 further introduced the structure of modules in FI1's curriculum: 'It focused more on the characteristic of children of different ages. For example, infants' education, toddlers' education, preschoolers' education and school-age children's education'. However, MoE's *Guideline for Kindergarten Education*²²(2001) and *Guideline for Three to Six-year-old Children Learning and Development*²³ (2012) highlighted the importance of children's development in health, language, society, science, and arts from three to six-year-old children. CI1's ECE curriculum was designed under the Chinese context and governments' requirements. Unfortunately, all children's subject learning modules were excluded from the TNE curriculum (see Table 5.1). Teacher 3, therefore, suggested teachers' professional voices should be considered in TNE curriculum design:

It is not appropriate for the senior managers to design the TNE curriculum. If others designed the curriculum, how could I know your intention in the design, how could I achieve the objectives, and how could I assure the teaching quality? Sufficient dialogue and communication should be conducted between teachers. It should not be like what we do now. We were asked to teach only with the textbooks given (Teacher3).

The above ECE-related differences also caused students' confusion in learning FI1's modules and finishing their assignments. Teacher 1 made an example of students' difficulties:

²² MoE (2001) *Guideline for Kindergarten Education* required that curriculum and education activities should be designed according to actual needs of children's development.

(Retrieved from http://old.moe.gov.cn/publicfiles/business/htmlfiles/moe/s7054/201403/xxgk_166067.html)

²³ MoE (2012) *Guideline for Three to Six-year-old Children Learning and Development* (In Chinese: 3-6 岁儿童学习与发展指南) intended to help kindergarten teachers and parents know the rules and characteristics of children's' learning and development.

(Retrieved from http://www.moe.gov.cn/srcsite/A06/s3327/201210/t20121009_143254.html)

I remember that in one of FI1's assignments, students were required to submit a video about special children's activities. You know, in our culture, it was quite difficult for our students to get in contact with the special children, let alone taking a video and editing the video (Teacher 1).

Being lack of settings of integration education in China, even CI1 American teacher who had relevant education experience in America was challenged to present FI1's module contents, let alone those local teachers. They were educated in the same national context as their students. CI1 American teacher explained:

Because in America and my understanding of FI1's country, this is very common at the normal school, you have children who have autism and who have mental retardation. So it is common to see them. They are integrated into the classrooms and the programmes with the normal students. But in China, it is not the case...Many of those children are in the typical school, so I cannot say let's go to the local middle school and see how these children are working with normal children and typical children and see how it can work. I cannot show them now because it does not exist that I know of at least locally (CI1 American teacher).

Teachers 2 suggested taking more Chinese ECE knowledge and ECE skills modules back to the TNE curriculum:

Students in the TNE programme do not have enough teaching hours for the ECE skill training, such as playing the piano and dancing. Many such modules have been moved out from the TNE programme, and on the other hand, they were not included in FI1's modules. However, these ECE skills were badly needed if they would like to look for jobs in China (Teacher 2).

Therefore, in view of the incompatibility of FI1's modules in the Chinese context, no matter how highly FI1 agent regarded FI1 modules' values, teachers did not think they were so important for students because they would work in China upon graduation.

5.3.1.2 Teachers' challenges

Teachers of different academic backgrounds demonstrated different strengths and weaknesses in teaching FI1's modules. Even with a PhD degree, Teacher 4 was not so confident about the mastery of FI1's modules:

No matter my PhD degree or MA degree, I was trained in Chinese HEIs. The professional modules I studied did not cover the modules from foreign countries. It is no wonder that I am not so familiar with it (Teacher 4).

Responding to senior managers' suggestion of teaching in English, he explained his challenges of reading English textbooks:

When I prepared for the lectures, I remember that it cost me five or six hours to read the first chapter. The first chapter was the shortest one, which was just an introduction. You know, there were only seven pages in the first chapter (Teacher 4).

Some teachers majoring in the English language were also involved in teaching FI1's modules. Though they were proficient in English, Teacher 4 did not think they were qualified to teach FI1's professional ECE modules:

They (CI1's local English language teachers) do not know ECE knowledge even though their English language is not a problem. If you ask them to translate a sentence, you will find that the translation is so strange, superficial and some of the special terms were even erroneously translated (Teacher 4).

Due to various challenges, local teachers were reluctant to teach FI1's modules. Teacher 3 explained:

Teaching FI1's modules was not our main job. We are not the teachers of English. We are teachers of the regular ECE modules (Teacher 3).

Unlike local teachers' reluctance, a CI1 American teacher was happier to teach FI1's ECE modules than the language modules because of her personal interest and educational background. However, when she asked John (an American

teacher employed by CI1 for teaching English) to teach one or two sessions of her module. He was also struggling with understanding the contents of FI1's modules.

John understands English very well, but I think he would have many difficulties teaching the courses I am teaching because it is very content-specific. He could read the book and understand the text. But I think, just like I lack an understanding of what the kindergarten teachers need to know. He would be just lacking knowledge and a deep understanding of his teaching (CI1 American teacher).

5.3.2 Teachers' flexibilities and hidden practices

All kinds of incompatible contents and teachers' challenges in FI1's modules further resulted in teachers' confusion during the TNE curriculum delivery. Teacher 2 pointed out a close relationship between senior managers' consistent understanding of the significance of the TNE programme and a clear objective of the TNE curriculum:

They (Senior managers) should have thorough negotiation about whether students in this TNE programme were trained to go abroad or work in China. Only with clear educational objectives could a reasonable TNE curriculum be better designed (Teacher 2).

Teacher 4 also found the need for teachers' training and communication was closely related to a clear objective of the TNE programme:

If the students hunt for jobs in China without going abroad, there is not much significance for the teachers' communication and training. However, if we train the students to go overseas, communication between teachers is important (Teacher 4).

Without a clear clue from the senior managers, teachers had to take students' needs as their teaching objective. Teacher 1 told a real story of the attraction of a Chinese ECE course within the province to one student:

He should have been admitted to an undergraduate university in another province. Instead, he just gave it up because the degree course he was accepted into was on Arts instead of ECE he wanted. Then, he chose our TNE programme. I asked him why he did not choose to study a degree course instead of the TNE programme at the diploma level. He said he wanted to study ECE within the province. He cared about the ECE subject area rather than the TNE programme (Teacher 1).

Similarly, Teacher 3 had a survey with students of the TNE programme at the beginning of FI1's module, asking them to what extent they would like to learn FI1's modules. The result again supported her presumption about students' needs of learning the Chinese ECE knowledge:

The survey suggested that students prefer Chinese modules and Chinese ECE knowledge. You see, all the FI1's textbooks were new. They would not read it even though you asked them to (Teacher 3).

Undoubtedly, students' interest in ECE was inseparable from the promising ECE labour market. Teacher 1 introduced ECE graduates' good employment, especially in the southern area of the province:

Suppose they could obtain the authorization of being a kindergarten teacher. In that case, they could even have a salary of 70 thousand to 80 thousand every year, especially in the southern part of the province. They do not need to worry about jobs at all (Teacher 1).

Based on their understanding of students' needs, teachers reduced FI1's ECE knowledge and added some Chinese ECE knowledge in FI1's modules. Teacher 2 made an example of how she dealt with the knowledge about deaf or blind children who would not study in the Chinese kindergartens:

In terms of the teaching hours, if required to spend three sessions, I will spend one and a half sessions on deaf children. I would simply introduce some of the definitions and the general principles to treat such children. Then I would add some useful Chinese knowledge in the other half (Teacher 2).

Sometimes, FI1's modules were totally replaced with simplified Chinese modules or English-Chinese translation modules. Such practices were usually conducted by non-ECE majors, such as teachers majoring in Psychology or English. Teacher 2 showed how FI1's module *Autism* was taught by a teacher majoring in Psychology.

He taught *Autism*. He taught it the same way as the Chinese module *Psychology*, which was only about communication skills (Teacher 2).

Even though the American teacher did not have to adapt as the local teachers because of her strengths in the English language and FI1's ECE knowledge, she was still flexible in teaching FI1's module. She explained: 'I cannot finish teaching as many chapters as required by FI1. So I did not tell FI1 about it. Even though he provided the module outline, I decided how much I can teach'. Because of teachers' flexibilities and hidden practices, teachers had to particularly prepare paperwork to deal with FI1's check of teaching portfolio every year. In order to present the lesson that FI1 would like to see, Teacher 1 introduced CI1's regular practices:

We would teach with the slides they (FI1) provided or invite foreign teachers to teach or ask the local teacher whose English was good (Teacher 1).

More importantly, measures of FI1's quality control further provided space for teachers' hidden practices. Teacher 3 further questioned the professionalism and efficiency of FI1's quality control trip: 'FI1's quality control sometimes was conducted by non-ECE professionals like the President of FI1, and they always changed the representatives to come here'. Teacher 1 even claimed that their hidden practices would not affect FI1's satisfaction:

They always expressed their wishes to continue cooperation with us. That is the reason why every time they were satisfied with us (Teacher 1).

5.3.3 Teaching Chinese students

PDE (2014) had a clearer and detailed regulation of the instruction language for delivering the foreign module: 'Except those modules concerning Chinese culture, all the other modules were suggested to be delivered by foreign languages'²⁴. FI1 also suggested English as the teaching language in F1's QA report in 2016²⁵. However, the local teachers in the interviews all admitted that they preferred teaching in Chinese. Students' needs in the TNE programme was again an important reason. Teacher 2 explained:

They (students) expected the teachers to teach all in Chinese. All their expectations were linked to their motivations for choosing the TNE programme. They do not require so much about learning English and FI1's ECE knowledge (Teacher 2).

Another reason was to do with students' understanding of the teaching contents. Teacher 3 made an example of how teaching in Chinese was good to students' interaction in class:

If you make dry humour in English, students could not understand. If you say a riddle, students may not respond as you expect. If they teach in Chinese, students could follow teachers' instructions and think actively without misunderstanding (Teacher 3).

FI1 acknowledged CI1 American teacher's module to be mostly closed to FI1's classroom in FI1's QA report (2017). However, the CI1 American teacher did not think she was more qualified than the local teachers in understanding Chinese

²⁴ From *JPDE's Notice about Index for HEI's Applying TNE programmes* ' Except those modules concerning Chinese culture, all the other modules were suggested to be delivered by foreign languages ' (In Chinese: 除中文化等特殊课程外, 其他课程可全部使用外语组织教学)

²⁵ From F1's QA report in 2016 ' Children Literature Lesson-25% in English and this was translated into Chinese- good use of F1's resources and learning materials, but faculty need to speak entirely in English if students are going to build their capacity to learn in a second language '.

students and their needs. She allowed students to speak Chinese in class even though she did not understand Chinese:

I think it is more helpful for their classmates to understand it in Chinese than in English. So they can focus. I know the programme wants them to speak English and do their learning in English, but I feel like if the class information is in English. Still, if they could provide the information to the classmates relevant to them and in Chinese, it is more helpful overall as being a good teacher who should be the goal of any programme like this. (CI1 American teacher).

She found creating a student-centred teaching atmosphere could improve her understanding of Chinese students' needs. Nevertheless, the local teachers did not have to do so as they know how to teach Chinese students even in a teacher-centred class:

If they (students) do not talk to me, I do not understand their difficulties or goals because I don't know what they are. So, when I sit with them, I feel like I have a much better understanding of their needs for becoming good teachers. For Chinese teachers, just standing in the front of the classroom and teaching is ok, because they know the needs of Chinese students, but I do not (CI1 American teacher).

Teachers adapted FI1's modules to what they thought could best facilitate the students with the most appropriate ECE knowledge in the Chinese context.

5.3.4 Teachers' understanding of students' outcomes

FI1 was positive about students' achievements in this programme, as a QA report in 2017 stated: 'The outcomes of the programme have been excellent. More than 94% find employment either in public or private kindergartens, the remainder returning for further studies in other academic areas'. However, the FI1 agent and the local teachers did not seem optimistic about students' outcomes. FI1 and FI1 agent were helpless about CI1's hidden practices:

Actually, we lack quality control over your school. The portfolio you take out for check was good enough. Your students could also pass the Exit Exam. According to our agreement, we did not have any reason not to grant your students' FI1's diploma. You were smart technically. We had to accept the result (FI1 agent).

Without the support of a systematic curriculum, teachers' addition of Chinese ECE knowledge in FI1's modules in private could hardly help students meet the requirements of Chinese ECE exams. Teacher 2 was shocked when she heard parents' complaints about their children's learning outcomes: 'One of the parents called me and criticized his child did not learn anything relevant to the exam (for obtaining ECE qualification) at all'.

Even though there were more language modules in the TNE curriculum, teachers did not think TNE students' English language abilities could be improved. Teacher 2 explained:

Their (students in TNE programme) passing rate of College English Test-4 was not higher and sometimes even lower than the ECE students in CI1's regular ECE course. Their learning abilities were weaker than the regular ECE students even when they were admitted into the TNE programme (Teacher 2).

Referring to students' overall outcomes trained in the TNE programme, Teacher 2 extended her worries about students' learning outcomes to students' identity:

I feel that they do not have any sense of belonging. Upon graduation, they are neither ECE professionals nor returnees from overseas (Teacher 2).

To sum up, in line with CI1's senior managers' understanding of the objective of the TNE programme, teachers understood students would study and work in China instead of going to FI1 and FI1's country. From such a point of view, local teachers pointed out all kinds of incompatibility of FI1's modules in the Chinese context and argued for the importance of Chinese ECE content and skills in

working in Chinese kindergartens. Teachers' English language challenges or less mastery of FI1's ECE knowledge further intensified their resistance to teaching FI1's modules. The local teachers gradually replaced FI1's modules with the Chinese ECE contents and taught them the language and pedagogies they were good at. Though the foreign teacher could teach FI1's module as required by FI1, she still adapted the contents, making the module relevant to students' needs. CI1's internal management and FI1's quality control approach provided teachers with space for hidden practices. However, teachers' flexibilities and hidden practices did not decrease teachers' worries about students' outcomes because they lacked systematic ECE training. Whether students had the same TNE curriculum and delivery perceptions will be further explored in the next section.

5.4 Student perspective (survey findings)

Student data was collected by a quantitative survey with 94 students. It was designed to explore the factors affecting students' choice of the TNE programme, their satisfaction with TNE curriculum design and delivery, and their perceptions of their learning outcomes from the TNE programme. The characteristic demographic information of CI1's survey respondents is firstly presented below (see Table 5.4).

Table 5.4 Demographic information of CI1's survey respondents (n=94)

Characteristic information		Number of respondents	Percentage (%)
Gender	Male	6	6.4
	Female	88	93.6
Level	2 nd year	22	23.4
	3 rd year	16	17
	Graduated	56	59.6
Geographic location	Southern area	53	56.4
	Northern area	41	43.6
Total		94	100

Table 5.4 shows the number and the percentage of survey respondents of different genders in different levels and geographic locations. Of 94 survey respondents, the subject area of ECE attracted more female students (93.6%) than male students (6.4%). 23.4 % and 17% of the respondents were studying in the second and third years, respectively. Most of the respondents graduated from the TNE programme (59.6%), including two students who had been to FI1. 56.4% of them were from the southern region. 43.6% of them were from the province's northern region.

5.4.1 Students' motivations for choosing the TNE programme

In the survey, students were invited to rank the nine factors affecting their selection of CI1's TNE programme from the most important to the least important. Frequencies of students' responses are presented below in Table 5.5.

Table 5.5 Students' selection of CI1's TNE programme (n=94)

Factors	Ranking 1 (%)	Ranking 2 (%)	Ranking 3 (%)	Ranking 4 (%)	Ranking 5 (%)	Mean	Factors
Subjects are of ECE	36(38.3)	7(7.4)	3(3.2)	23(24.5)	5(5.3)	6.11	1 st
Reputation of CI1	22(23.4)	4(4.3)	5(5.3)	34(36.2)	12(12.8)	5.83	2 nd
Employability in China	3(3.2)	29(30.9)	6(6.4)	4(4.3)	8(8.5)	5.21	3 rd
CI1's ECE diploma	10(10.6)	11(11.7)	13(13.8)	2(2.1)	9(9.6)	4.4	4 th
FI1's ECE diploma	7(7.4)	9(9.6)	10(10.6)	6(6.4)	10(10.6)	4.35	5 th
Reputation of FI1	6(6.4)	7(7.4)	10(10.6)	14(14.9)	6(6.4)	4.23	6 th
Employability overseas	5(5.3)	6(6.4)	13(13.8)	0	6(6.4)	3.85	7 th
Further study overseas	1(1.1)	9(9.6)	11(11.7)	2(2.1)	18(19.1)	3.74	8 th
Parents' preference	2(2.1)	6(6.4)	13(13.8)	4(4.3)	9(9.6)	3.16	9 th

Table 5.5 shows that among the nine factors, the subject area of ECE, reputation of CI1 and employability in China were the first three important factors affecting respondents' choice of the TNE programme. They were followed by the factors concerning CI1 and FI1's ECE diploma. The reputation of FI1, employability and further study overseas and parents' preference were the factors that the

respondents less considered. The results indicate that the respondents were highly motivated by the factors concerning students' studying and working in China. More detailed explanations of students' choices of the TNE programme will be further explored in follow-up students' qualitative interviews in Section 5.5.1.

5.4.2 Students' satisfaction with the TNE curriculum

Based on senior managers' and teachers' comments on students' needs and students' outcomes (see Section 5.3.4), students' satisfaction with the TNE curriculum was asked around their employability, further education and language proficiency. In addition, more language modules were intentionally designed into the TNE curriculum for the improvement of students' language proficiency (see Section 5.1.1). Another category of students' satisfaction with their language proficiency was added to the survey. Students' responses are shown in Table 5.6.

Table 5.6 Students' satisfaction with CI1's TNE curriculum (n=94)

	Very satisfied (%)	Fairly satisfied (%)	Neither satisfied nor dissatisfied (%)	Fairly dissatisfied (%)	Very dissatisfied (%)
Skills for the employability in China	20.2	53.2	22.3	4.3	0
Skills for the employability overseas	21.3	29.8	40.4	8.5	1.1
Knowledge for further study in China	21.3	44.7	28.7	4.3	1.1
Knowledge for further study overseas	27.7	29.8	40.4	1.1	1.1
Language proficiency	29.8	40.4	20.2	6.4	2.1

Table 5.6 shows students' responses clustered in the first three categories of 'very satisfied', 'fairly satisfied' and 'neither satisfied nor dissatisfied' with the TNE curriculum. A small number of students were 'fairly dissatisfied' and 'very

dissatisfied'. In detail, students were quite satisfied with skills for employability in China: 20.2% were very satisfied, and 53.2 % were fairly satisfied, with another 22.3% neither satisfied nor dissatisfied. The second highest degree of satisfaction with combined categories of 'very satisfied' and 'fairly satisfied' was expressed for language proficiency (70.2%). It was followed by satisfaction with knowledge for further study in China (66%). In sharp contrast with the results concerning the other three aspects of the TNE curriculum satisfaction asked, the satisfaction with knowledge for further study overseas and skills for the employability overseas was relatively lower. The combined categories of 'very satisfied' and 'fairly satisfied' fell to 57.5% and 51.1%. The highest degree of 'neither satisfied nor dissatisfied' and 'fairly dissatisfied' was also expressed for skills for employability overseas (40.4% and 8.5%). In comparison, students' dissatisfaction for the other four categories was as low as less than 6.4%. Several elements can be of relevance for explaining the high satisfaction level of employability in China, language proficiency, and further study in China while a lower level of employability and further study overseas. More detailed reasons will be further explained in Section 5.5.1.

5.4.3 Students' satisfaction with the teachers

Students' satisfaction with the local teachers and the fly-in teachers was also asked in the survey. The first two categories were concerned with teachers' knowledge of CI1's modules and FI1's modules. The following categories were about teachers' sense of the contextual differences, the interaction between teachers and students in class, and teachers' marking standards. These results are presented in Table 5.7.

Table 5.7: Students' satisfaction with the teachers in CI1's TNE programme (n=94)

Teachers	Very satisfied (%)		Fairly satisfied (%)		Neither satisfied nor dissatisfied (%)		Fairly dissatisfied (%)		Very dissatisfied (%)	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Fore- ign	Loc- al	Foreign
Knowledge of CI1's modules	26.6	-	43.6	-	22.3	-	5.3	-	0	-
Knowledge of FI1's modules	24.5	36.2	55.3	39.4	18.1	22.3	1.1	1.1	1.1	1.1
Adapting FI1's content to the local needs	28.7	31.9	39.4	37.2	26.6	28.7	2.1	2.1	1.1	0
Pay attention to interaction in class	27.7	40.4	37.2	40.4	31.9	16	6.4	2.1	1.1	1.1
Marking standard	30.9	35.1	50	50	16	11.7	3.2	2.1	0	1.1

The first aspect of Table 5.7 is about students' general satisfaction with the local teachers' knowledge of CI1's modules. The percentage of 'very satisfied' or 'fairly satisfied' was 70.2%. With respect to students' satisfaction with teachers' knowledge of FI1's modules, the level of satisfaction was similar between the foreign teachers (75.6%) and the local teachers (79.8%). The overall satisfaction with teachers' adaptation to the local needs was similar between the local teachers (68.1%) and the fly-in teachers (69.1%). However, the differences with respect to students' satisfaction with interaction in class were statistically significant. The level of satisfaction was distinctly higher in interaction in the foreign teacher' modules (80.8%) than the local teachers' (64.9%). Students' satisfaction with foreign teachers' marking standard (85.1%) was slightly higher than the local teachers' (80.9%). The level of 'neither satisfied nor dissatisfied and 'fairly dissatisfied' was higher in the local teachers' interaction in class (31.9%

and 6.4%). More detailed explanations of the satisfaction with teachers' performance will be further explored later in Section 5.5.2.

5.4.4 Students' perceptions of the teaching languages

In view of senior managers' and teachers' different opinions on the teaching languages (see Section 5.3.2), students' preference for the teaching languages in CI1 was also asked in the survey. The results are presented in Table 5.8.

Table 5.8: Students' preference for the teaching languages in CI1 (n=94)

Teaching language preferred	Number of students	Percent
English	11	11.7
Chinese	38	40
Teaching in Chinese but slides in English	20	21.6
Teaching in English with Chinese translation	25	26.6
Total	94	100

Table 5.8 shows 40% of the respondents expressed a preference for Chinese teaching. Next in line was the respondents who need bilingual teaching: Teaching in English with Chinese translation (26.6%) and teaching in Chinese with the support of English teaching materials (21.6%). The smallest number of respondents need English teaching (11.7%). Several elements could explain such an attitude, which will be further explored in students' follow-up interviews in Section 5.5.2.

5.5 Student perspective (follow-up interview findings)

The follow-up interviews were conducted with three volunteer students who graduated from the TNE programme to explore more detailed perceptions of the TNE curriculum and explain the survey findings. They were more reflective on the

TNE curriculum as they have an integrated experience in the TNE programme. CI1 student 1 studied in FI1 for one year within the TNE programme. CI student 1, CI1 student 2, and CI1 students 3 were working in private kindergartens in the province's southern region.

5.5.1 Influence of the TNE curriculum

In line with CI1's senior managers and teachers' understanding of students' needs to work in China (see Section 5.2.2 and Section 5.3.4), three students similarly acknowledged the TNE programme with lower entry scores. It opened the back door for them to study the Chinese ECE course, which was quite popular in the local labour market. Student 1 explained:

Given my lower score in National College Entrance Exam, I could not be admitted by the regular ECE course, whose admission score is relatively high. I did not care so much about applying foreign knowledge and its appropriateness in Chinese exams. The main thing I tried is to be admitted into ECE first. It was a good choice and a springboard for those who want to study ECE but could not be admitted to the regular ECE course (Student 1).

With respect to the overwhelming number of girls in this TNE programme, Student 3 explained the attraction of ECE to her family: 'I am a girl and the only one child in my family. They (parents) love me and suggested some suitable subject areas for girls, such as secretary, nursing or ECE'. '3+0' TNE model further relieved her parents' worries:

I grew up with my parents and never left Nanjing. But I would like to go out and even abroad to have a look at their cultures. My parents just felt anxious if I studied abroad, which was far from here. However, they protected me so much. The model of this programme just did not have any requirement for going out (Student 3).

Aiming at learning the Chinese ECE course, they were arranged to learn many FI1's modules in the TNE curriculum. Student 2 failed in the Chinese exam of obtaining qualifications of working in a public kindergarten. However, she figured out the affection of FI1's modules on her mastery of ECE skills required by this exam:

I passed the theory part of the exam but then failed the exam of my ECE skills...I did not have enough proper training because there were too many FI1's modules that took up so much time for our ECE skills training (Student 2).

Student 3 found the cultural differences made FI1's ECE knowledge hardly applied in the Chinese kindergartens:

Through the videos the teachers showed us the kindergartens in FI1's country, I can see children there have outdoor activities, such as playing with water. In particular, when they had an art lesson, they can play with colours, and they were sprinkled into their clothes. Their teachers would say anything about it. However, if the same thing happened here, teachers would go crazy no more than ten minutes. Additionally, most of the parents had similar ideas with the teacher. They would also caution us not to get children's clothes dirty when we taught them to draw pictures (Student 3).

When Student 1 studied in FI1, he found that a new version of the textbook with enough examples could significantly improve his learning interest and understanding of the contents. However, the textbooks provided by FI1 further decreased students' interest in FI1's modules in CI1. He compared:

The textbooks I used in China were of the version of 2005, whereas the textbooks were of the version of 2015 in FI1....In China, we were given the white-and-black copied textbooks. So we did not have any desire to open and read them. In addition, the colourful textbooks were used in FI1 with a lot of examples in them (Student 1).

5.5.2 Influence of teachers' flexibilities

Although students were enthusiastic about learning more about Chinese ECE knowledge, it did not mean that FI1's ECE knowledge was completely useless in the Chinese context. Student 2 found knowledge of autism in FI1's modules helped her in the real working settings:

FI1 has a module about autism. Later (in kindergarten), I met a child who had a propensity for autism but has not been confirmed yet...I knew how to treat him when he had symptoms (Student 2).

However, teachers' own limitations intensified students' non-interest in FI1's modules. Students' understanding of the lectures was greatly affected by local teachers' own language difficulties. Student 1 suggested teaching in Chinese:

Local teachers more regarded teaching as an important task. They had to teach this module. Indeed, they prepared for it for a long time. Perhaps their reading ability and English ability prevented him from understanding the content...It was difficult for him to organize seminars for in-depth discussion. Our understanding was so superficial as a result (Student 1).

He added the affection of teachers' dull literary translation on students' understanding of FI1's contents:

Even though local teachers spent a lot of time on the content, they could just translate them in class rather than making students understand the meaning. We could not even understand his translation. None of the students would like to spend 45 minutes listening to him in such a class (Student 1).

Teachers' hidden practices further provided an excuse for students' less effort on FI1's modules. Student 3 described a change in attitudes along with the teachers' practices:

At the very beginning, we would listen carefully. However, after one semester, we were less motivated because teachers would give us the answers in the exams no matter whether we learn or not. We did not have to study hard but recited the final exam answers (Student 3).

Pragmatically, they were happy to be ‘helped’ by teachers so that they could pass the exams and obtain a dual diploma with less effort. Student 1 did not think fly-in teaching was necessary considering students’ needs and language abilities:

For the sake of the existing students' academic abilities, national context, and culture, sending fly-in teachers here will be no use because they did not know our national context and needs. We did not understand them as well (Student 1).

Overall, survey findings suggest that students were motivated by ECE graduates’ good employment in the Chinese labour market. The follow-up interviews further explained that ECE was one of the most popular subject areas for girls. The ‘3+0’ TNE model was a suitable model for girls from the perspective of their family, allowing them to obtain at least CI1’s ECE diploma or FI1’s ECE diploma without going abroad. Survey findings show students were more satisfied with the employability in China, language proficiency and further study in China trained in the TNE curriculum. The later interviews further explained that though they were not so advantageous in Chinese ECE exams for working in the public kindergartens, they could find jobs easily in private kindergartens. 59.6 % of the student respondents in the study were graduates from the TNE programme. Unlike the American teacher with ECE backgrounds, the foreign teachers with different backgrounds were employed by CI1 to teach them. It is no surprise that students had similar satisfaction levels with the local and foreign teachers’ knowledge of FI1’s modules, sense of the contextual differences and marking standards except for the foreign teachers’ interaction in class. The graduates in the interviews further explained the unnecessary of the fly-in teachers based on students’ needs. The survey findings show that more respondents expressed a preference for teaching in Chinese. Students in the interviews mentioned that teachers’ language challenges, students’ needs, and language abilities were why they preferred teaching in Chinese. The purposive sample of participants may

have impacted the findings, which will be further discussed in the limitations of the research (see Section 9.3.2).

5.6 Summary

Tang and Nollent (2007) point out Chinese central and provincial governments' influential roles in TNE development in China. Liu (2011) further claims that provincial government and PDE's attitude towards TNE has been optimistic. In order to further encourage TNE development within this province, PDE exploits the blur area in national TNE policies concerning the approval authority limits. In other words, the TNE programme at the diploma level could be established once approved by PDE. PDE's encouragement accelerates the emergence of a large number of the TNE programmes at the diploma level, even though MoE began to carry out stricter examination processes in 2008 (Liu, 2011), which has been discussed in Section 4.3 in the policy review chapter. Research findings in Case 1 are in line with the previous research about Chinese governments' guidance and instructive roles in TNE (Tang and Nollent, 2007, Liu, 2011; Liu and Zhang, 2018). For example, FI1 and the education agent were attracted and motivated by PDE's encouragement and identified CI1 as the appropriate Chinese partner institution for FI1 in this province (see Section 5.2.1). My study extends to find that PDE's easier approval process not only contributes to the establishment of the TNE programme between CI1 and FI1 but also creates grey areas for TNE participants to play hidden practices during the implementation of the TNE programme. It is even apparent when there has been a lack of national or provincial quality control over the TNE programme at the diploma level before the first national pilot evaluation in 2015 (MoE, 2014). For example, the education agent was involved in and persuaded CI1 to sign the dual contracts, one for meeting PDE's requirements about a certain number of fly-in teachers in paperwork and the other for dealing with FI1's refusal of sending any fly-in

teachers (see Section 5.2.3). Taking advantage of unclear definitions about the teachers from the awarding institutions at the policy level, CI1 had to employ foreign teachers with relevant educational backgrounds to teach FI1's modules (see Section 5.2.3).

Themes on quality assurance have been regarded as the most important gaps in TNE literature (Hou, 2012). Previous research suggests robust educational quality assurance for win-win outcomes, especially when slippery academic standards arise from the increasing tensions between academic expectation and commercial priorities held by awarding and receiving countries separately (Dunn and Wallace, 2008, McBurnie and Ziguras, 2007; Schuetze, 2008). Researchers also point out national regulatory systems for TNE quality assurance have not been well designed and developed in many countries and suggest that it is not necessary to be compatible with international assessment measures (Coleman, 2003; Knight, 2007; McBurnie and Ziguras, 2001; Stella, 2006; Van Damme, 2001). Research findings in Case 1 fill the literature gaps by identifying several reasons for the challenges in institutional partnership in quality control over the TNE curriculum. ECE, as a TNE subject area, is an important issue to explain the challenges. From FI1's perspective, to meet credit requirements for awarding FI1's degree, FI1 insisted on adding a sufficient number of FI1's modules into the TNE curriculum (see Section 5.2.4). In order to control the teaching quality of FI1's modules in CI1, an annual quality control trip was conducted by FI1 to check the teaching portfolio and observe one or two sessions in CI1 (see Section 5.3.4). FI1's practices align with Waterval et al. (2016)'s argument that an equivalent curriculum should be provided for TNE quality. With the involvement of the education agent, FI1 was happier not to participate in CI1's daily teaching activities and not to send any of the fly-in teachers for maximum economic profits (see Section 5.2.3), which is again in accordance with the prevailing findings of foreign awarding institutions' economic motivations as discussed in Alam et al.

(2013), Keller (2011) and Labi and McMurtrie (2010) studies. However, FI1 neglected the Chinese ECE context, in which the ECE graduates should be facilitated with necessary Chinese ECE knowledge and skills to gain ECE teachers' qualifications and working permits in the public kindergartens in China (see Section 5.3.1.1). Furthermore, the contents of FI1's ECE modules were found by the local teachers that they were incompatible in the Chinese context in many areas, such as FI1's modules about special education and FI1's ECE course training objective (see Section 5.3.1.1). Additionally, the national context further deteriorates institutional partnership on TNE curriculum, which is often neglected by the previous research arguing for adaptation of TNE curriculum to the local context to a different degree (Pyvis and Chapman, 2004, Zimitat, 2008). Family planning (birth-control) policy is also found to affect CI1's selection of ECE for their TNE programme. China ended the decades-long one-child policy and began implementing the selective two-child policy in 2011 and universal two-child policy in 2015 (see Section 5.2.2). In light of the great demand for the ECE graduates locally and nationally, PDE encouraged the application of TNE programmes on ECE and CI1 was also confident about the good employability of students in the TNE programme in ECE in the local labour market (see Section 5.2.2). In view of CI1's high reputation of ECE course, CI1 happily agreed with FI1 and the education agent's suggestion of ECE as the TNE subject area (see Section 5.2.2). Under such circumstances, despite FI1's insistence and annual quality control over CI1's completion of FI1's modules, it did not prevent the local teachers from doing hidden practices in FI1's modules, such as adding Chinese ECE knowledge in FI1's modules, condensing the teaching hours of FI1's modules, helping students with passing FI1's modules and preparing paperwork intentionally to deal with FI1's quality control (see Section 5.3.2). Students' survey and follow-up interview data about students' motivations and needs confirmed CI1's senior managers and teachers' perceptions that students were more

interested in Chinese ECE knowledge, which would benefit them in having a good job in China (see Section 5.4.1).

Previous research about students' mobility in TNE programmes identifies various attractions from foreign countries and awarding institutions, such as international exposure (Chapman and Pyvis, 2013), an international outlook (British council and DAAD, 2014) and opportunities of studying in the foreign awarding institutions (Fang and Wang, 2014). However, research in Case 1 suggests a different finding that participants have the opposite understanding and practices towards whether students in the TNE programme are trained to go abroad or not (see Section 5.2.2), which also leads to challenges in the institutional partnership. From FI1's perspective, one of the motivations of doing the TNE programme in China was to attract students to study in FI1 for more economic profits (see Section 5.2.2). Meanwhile, FI1 and FI1 agent positively forecasted that FI1's immigration policy would certainly attract students majoring in ECE to study and work in FI1's country. However, CI1's senior managers and teachers were confident that students in the TNE programme were supposed to work as ECE teachers in China. Students' survey findings confirmed CI1's senior managers and teachers' perceptions of students' motivations (see Section 5.4.1). There were several reasons for CI1 to choose the '3+0' TNE model. In addition to considering students' attraction to the promising ECE labour market in China, CI1 had the economic consideration. As an HEI located in the relatively less developed northern region of the province, recruitment of more students onto the TNE programme seemed more important. '3+0' TNE model could strategically attract more students whose parents could not afford the international tuition fees abroad (see Section 5.2.2). The gender issue is another interesting finding to explain students' less interest in studying in FI1. In view of the disciplinary characteristics of ECE, girls were easily motivated to be ECE teachers than boys, as indicated in the student survey that 93.6 % of participants were girls (see Table

5.4). Regarding CI1's managers' consideration of parents' preference for the '3+0' TNE model (see Section 5.2.2), one girl mentioned in the interview that her parents did not want her to study and work far from home alone going abroad (see Section 5.5.1). The implication of the '3+0' TNE model extends to teachers' collaboration. When the local teachers found that students could obtain FI1's diploma without studying in FI1, they regarded it unnecessary to collaborate with FI1 teachers and receive local staff training (see Section 5.3.2). Though students felt their learning outcomes were affected by teachers' hidden practices to some extent (see Section 5.5.2), they did not think fly-in teaching necessary as long as students would not study in FI1 (see Section 5.5.2). The local Chinese teachers were found to know more about students' needs and were proficient at teaching them the necessary knowledge in the most appropriate way (see Section 5.5.2).

In Case 1, taking advantage of PDE's quick approval process and support of ECE as the TNE subject area, the education agent coordinated between CI1 and FI1 to make the individual needs met and the TNE programme approved to be established first. However, problems emerged from TNE curriculum design and delivery resulting from participants' contradictory motivations of doing the TNE programme, different anticipation about students' mobility and different understanding of students' needs. The involvement of the education agent made the direct communication between CI1 and FI1 weak, especially when FI1 lacked the knowledge of the Chinese ECE context, national and regional contexts, which all led to an indirect and negotiated partnership between CI1 and FI1.

Chapter 6 Case Study Two

6.0 Introduction

This chapter presents data collected from Case Institution Two (CI2). It starts with the overview of the TNE programme to provide the context for the inter-case and later cross-case data analysis. Different understandings of TNE curriculum design and delivery are presented from management, teaching, and student perspectives. Finally, the findings are summarized to compare with what has been identified in the literature review.

6.1 Overview of the TNE programme

CI2 is a public HEI located in the southern region of the province in China. It is featured in disciplines in Engineering, Science and Management. CI2's Information and Engineering College has the regular Electronic Information Engineering (EIE) course offering CI2's bachelor's degree. CI2 has a separate department to manage several TNE programmes that cooperated with different foreign awarding institutions from different countries.

Foreign institution two (FI2) is a multi-disciplinary European HEI located in the 'European Silicon Valley'. It is listed in the Top 50 of Times Higher Education World University Rankings and internationally recognized as one of the top 200 European universities. It offers a range of courses at undergraduate and postgraduate levels and enjoys a high reputation in the Electronic Engineering and Biotechnology courses. The credits of these courses are recognized by European Credit Transfer and Accumulation System (ECTS)²⁶.

²⁶ ECTS refers to the 'volume of learning based on the defined learning outcomes and their associated workload' for higher education across the European Union and other collaborating European countries.

The TNE programme in Case 2 was one of the earliest CI2's TNE programmes approved by MoE in 2011. It was jointly established by CI2 and FI2, offering dual degrees on the subject area of EIE in the '3+1' TNE model. The domestic tuition fees paid to CI2 are 21600 RMB per year, almost four times as high as CI2's regular EIE students²⁷ (5800 RMB/per year). The international tuition fees in FI2 are 14500 EUR/per year. Conditions for students' transfer to FI2 in the fourth year will be discussed later in the Section of curriculum structure.

6.1.1 Curriculum structure

The structures of the TNE curriculum (first three years in CI2) and CI2's EIE curriculum are shown in Table 6.1.

Table 6.1: TNE curriculum and CI2's EIE curriculum

Curriculum		Number (%)		Credits (%)		Teaching hours (%)	
		TNE	EIE	TNE	EIE	TNE	EIE
General education modules	Compulsory modules	14 (29.8)	15 (31.9)	47 (32.9)	64.5 (35.8)	752 (32.9)	1134 (49.1)
	Optional modules	3 (6.3)	2 (4.2)	10 (6.9)	6 (3.3)	160 (6.9)	96 (4.2)
Fundamental modules	Compulsory modules	8 (17)	14 (29.8)	23 (16.1)	42.5 (23.6)	368 (16.1)	680 (29.4)
	Optional modules	2 (4.3)	6 (12.8)	6 (4.2)	9/17 (5.0)	96 (4.2)	144 (6.2)
core modules	Compulsory modules	18 (38.3)	4 (8.5)	53 (37.1)	10 (5.6)	848 (37.1)	160 (6.9)
	Optional modules	2 (4.3)	6 (12.8)	4 (2.8)	6/15 (3.3)	64 (2.8)	96 (4.2)
Placement		-	-	-	42 (24.4)	-	-
Total		47 (100)	47 (100)	143 (100)	180 (100)	2288 (100)	2310 (100)

(Source: TNE curriculum and CI2's regular EIE curriculum was collected from CI2's official website)

(Retrieved from https://en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System)

²⁷ CI2's regular EIE students refer to the students majoring in EIE, who are regularly enrolled by CI2 and granted single CI2's degrees upon graduation.

Table 6.1 presents the narrow differences between the three-year TNE curriculum and the four-year CI2's regular EIE course from the overall number, credits and teaching hours of modules. It was difficult to know whether the ratio of FI2's modules met MoE's requirements (2006). When the name and number of the modules of different categories were compared, the TNE curriculum was found to be different from CI2's regular EIE curriculum in different areas. In the general education modules category, there were six more language modules in the TNE curriculum with extra 112 teaching hours than the language modules in CI2's regular EIE curriculum. Twelve of fifteen CI2's modules in this category with the same credits and teaching hours remained in the TNE curriculum.

There were ten fundamental professional modules in the TNE curriculum, just half of those in the regular EIE curriculum. Seven modules of them with the same credits and teaching hours were from the regular EIE curriculum. The other three with eight credits and 128 teaching hours could be regarded as FI2's modules because they only appeared in the TNE curriculum, such as *Engineering Design Foundation*.

Unlike many fundamental professional modules in the regular EIE curriculum, the TNE curriculum gave more weight to the professional core modules. There were twenty professional core modules in the TNE curriculum, which doubled the number of the counterparts in the regular EIE curriculum. These modules occupied 57 credits and 912 teaching hours, four times more modules than those in the regular EIE curriculum. Fourteen of them with the same credits and teaching hours were selected from CI2's professional fundamental and core modules. The other six professional core modules with 18.5 credits and 296 teaching hours could be regarded as FI2's modules because they only appear in the TNE curriculum like *Project Software and Its Application*. In this sense, the number of FI2's modules and FI2's professional core modules accounted for 19%

and 23% of all modules and professional core modules in the TNE curriculum, respectively.

Electives in the TNE curriculum were fixed because there are no optional modules for students to choose from. However, the regular EIE curriculum provided students with more elective modules to meet personal interests. Students' learning outcomes were evaluated by the credits they could obtain. FI2 had additional academic and language conditions for students who would like to study in FI2 in the fourth year. Qualification and academic requirements for students to obtain dual degrees from CI2 and FI2 are summarized in Table 6.2.

Table 6.2 CI2's and FI2's requirements for degrees

Requirements		Students in the TNE programme		Students in the regular EIE course
Degree	CI2's EIE degree	FI2's EIE degree		CI2's EIE degree
		Conditions of transferring to FI2	The fourth year in FI2	
Academic requirement	180 credits	Grade point average ²⁸ (normally no less than 73)	Complete FI2's modules and the dissertation	180 credits
Language requirement	CET-4 (425)	IELTS: 6.0	-	CET-4(425)

(Source: TNE curriculum and the regular EIE curriculum were collected from CI2's official website)

Table 6.2 shows how students could obtain dual degrees in the '3+1' TNE model. CI2 granted students the corresponding credits when they passed the modules.

²⁸ Grade Point Average (GPA) is used to measure the quantity and quality of students' learning outcome by means of credit and grade point. The standard of graduation and degree is just based on a certain credits and average grade point that students could gain. The common calculation method of most Chinese universities is: $GPA = \text{score} / 10-5$, $\text{Credit GPA} = \text{credit} \times GPA = \text{credit} \times (\text{score} / 10-5)$ (Retrieved from <https://baike.baidu.com/item/%E5%B9%B3%E5%9D%87%E5%AD%A6%E5%88%86%E7%BB%A9%E7%82%B9/796403?fromtitle=GPA&fromid=678767>)

FI2 sets the GPA as the threshold of students' further study in FI2. Those who failed to meet FI2's transfer conditions or were not interested in studying in FI2 would be transferred to the regular EIE course in the fourth year. Once they successfully completed CI2's credits (180 credits) and met the language requirements (CET-4), they would only be awarded CI2's bachelors' degree. For those who met FI2's academic (GPA no less than 73) and the language requirements (IELTS 6.0), they could go on the study in FI2 based on personal willingness. Once they obtained FI2's EIE degree, they would be awarded CI2's EIE degree at the same time.

6.1.2 Teaching staff

CI2 had the full-time staff to manage the TNE programme and arranged the teaching staff from different departments within CI2 to deliver the TNE curriculum. CI2's official information suggests there were fly-in teachers from FI2. However, no detailed information could be found to explain how the fly-in teaching was conducted in CI2. More detailed information about the teaching staff and teaching activities was collected from the interviews in the fieldwork.

6.1.3 Students recruited

Students of the TNE programme and the regular course were recruited in accordance with their scores in NCEE. TNE students and CI2's EIE students' lowest admission scores from 2011-2018 are summarized in Table 6.3.

Table 6.3 Students' lowest admission scores in CI2 (2011- 2018)

Academic year	TNE students' admission scores	EIE students' admission scores
2011	321	338
2012	313	324
2013	317	329
2014	322	335
2015	322	335
2016	324	346
2017	328	341
2018	330	341

(Source: Retrieved from CI2's official website of students' recruitment)

Table 6.3 shows that students in the TNE programme were recruited with much lower scores in general than the regular EIE students. Except for their overall scores in NCEE, the TNE programme did not have any requirements for students' language proficiency.

6.2 Management perspective

Semi-structured interviews were conducted with four senior managers of different roles in the TNE programme, as well as a Course Leader and an American teacher who helped to design the TNE curriculum. CI2 manager 1 was the former senior manager responsible for CI2's TNE programmes. She introduced CI2's motivations and the selection criteria of the TNE programmes. CI2 manager 2 participated in TNE curriculum design. He talked more about the influence of institutional partnership on TNE curriculum design. CI2 manager 3 was managing CI2's existing TNE programmes and seeking the new TNE programme. She introduced CI2's challenges during the implementation of the TNE programme and her reflection on the application of the new TNE programme. The Course Leader was responsible for CI2's regular EIE course and taught one module in the TNE curriculum. CI2 employed the American teacher to coordinate the TNE programme. Because he can read and speak Chinese, he helped translate the Chinese module descriptions and map out modules from CI2 and FI2. FI2

manager was the representative of FI2 who helped to identify CI2 as FI2's partner HEI.

6.2.1 National policy implications

Manager 1 was very proud that the development of CI2's TNE programmes was inseparable from CI2's continuous attention to TNE policies and regulations. Manager 1 recalled how CI2 was driven by PDE (Provincial Department of Education) to start the TNE programmes:

At that time, leaders in the provincial government, particularly those in PDE, were trying hard to promote TNE, especially from 2005 to 2010...We were always asked at PDE's conferences whether there were any TNE programmes or any plans for that (Manager 1).

While CI2 was busy contacting many foreign HEIs from different countries, FI2 was more active and took the initiative to identify CI2 through the FI2 manager's personal social network. FI2 selected EIE because their application would be easier approved than those subject areas strictly controlled by MoE. FI2 manager recalled:

At that time, we did filter some subject areas out carefully. When we look at the policies in the province, we just found some hot subject areas such as Computing and Business that MoE hardly approved. They were so 'sensitive' that we were not so willing to step in as well. Instead, we would like to explore some new areas such as EIE (FI2 manager).

Due to MoE's changing guidance on the TNE models, Manager 1 had to select a different TNE model from the earlier TNE programme in CI2:

The TNE programme cooperating with Canada earlier was allowed to apply in the TNE model of '2+2' in 2005. Then, the '2+2' model is not allowed to establish anymore when I applied this TNE programme in 2010. We had to do the '3+1' TNE model then (Manager 1).

Years later, the State Council (2017) added international exchange and cooperation as one of five roles that Chinese HEIs should undertake. Manager 3 found MoE began decentralizing the approval authorities to some provinces. She was more positive about the fast and increasingly standardized development of TNE in China:

Zhejiang Provincial Department of Education has been granted more autonomy to the approval of the TNE programmes. I think so will be our province sooner or later because it is a province with a large number of TNE programmes. It was just a matter of time. Overall, TNE is now encouraged by the governments at the national level (Manager 3).

Despite encouragement, national macro policies and TNE policies still guided CI2 in seeking appropriate foreign HEIs to do the new TNE programme. The State Council (2016) proposed to fully take advantage of the role of education in the construction of 'the Belt and Road' to strengthen pragmatic cooperation with big and powerful countries, neighbouring countries, developing countries and multilateral organizations. Correspondingly, Manager 3 transferred the focus of seeking foreign HEIs from the English-speaking countries to the countries in the list of 'the Belt and Road':

My foreign partner institution in Russia is a traditional art institution. More importantly, it is from foreign countries in the list of 'the Belt and Road' national policy. I thought it was a good choice. Only in this way could I secure the success of the application (Manager 3).

The State Council (2016) regulated that Chinese HEIs should take the dominant side based on equal cooperation in the new period of opening-up education. Manager 3 found that MoE was active to promote the '4+0' TNE model. She had to change the TNE model from '3+1' to '4+0' in the new TNE programme negotiation, though she felt challenging to negotiate, as she said: 'We could not say MoE approved fewer TNE programmes. It is because we have more difficulty applying a TNE programme to MoE's requirements. If the TNE programme could

not meet the application requirement, why do I apply? Just it is more and more difficult to meet MoE's requirements?' However, the FI2 manager asked for the continuity and consistency of Chinese policies and regulations:

We intended to do the long-term plan rather than the short one based on the Chinese macro policy background. Of course, we would not dare to do any long-term plans unless you have a relatively stable policy (FI2 manager).

Despite changing TNE policies on application of the TNE programme, the FI2 manager revealed that the TNE programme was implemented based on institutions' underlying negotiation after it was approved:

Towards governments' policy guidance and requirements, it would be fine for us not to break them. Actually, the policy just told you what you could do. However, in terms of how you do the TNE programme in practice, it was still up to the negotiation of two partner HEIs based on each other's real intentions (FI2 manager).

6.2.2 Institutions' interpretations of the TNE programme

From the perspective of CI2, considering MoE's increasing emphasis on attracting more high-quality resources (MoE, 2004), Manager 1 was happy with FI2's selection of EIE because it fed into CI2 leaders' thoughts of developing CI2 by taking advantage of other's wings and power:

We did not have any distinguished professors on EIE because we were strong in chemistry, engineering and machinery. We would develop some new courses through TNE. It was a really good way to promote fast development (Manager 1).

CI2's senior managers also found significant economic benefits from the TNE programmes. Higher tuition fees enabled the TNE programme to charge students. Lower entry requirements allowed the TNE programme to recruit more students. Manager 1 explained:

That was just because of one of PDE's TNE policies concerning students' admission. According to this policy, the students could be recruited into the TNE programme as long as they reach the lowest provincial recruitment line. Do you know what it means? It causes significant differences if you lower even one point of the recruitment score. Many HEIs simply did the TNE for economic profits (Manager 1).

Apart from the economic benefits to CI2, senior managers regarded the TNE programme as an alternative way for students to study abroad. Manager 1 explained the reason why CI2 established more than one TNE programmes:

After the first TNE programme was approved, the leaders of CI2 thought we should start another TNE programme because just a small number of students could be selected to transfer to the foreign HEIs every year. However, there was a risk that we could not keep our promises to the parents if the students could not go overseas because CI2 recruited the students in the name of the TNE programme independently and charged them high tuition separately. Such a situation would surely harm our social reputation. Therefore, we decided to apply for another TNE programme to realize the internationalization on a small scale, in which way, parents and students could have more options of the countries (Manager 1).

Similarly, Manager 3 thought one or two years of students' studying abroad could help them widen their global view: 'TNE is one of the safest ways for the students to go out because we had the systematic modules before and then one-year immersion study in English-speaking environment'. Manager 2 highlighted the significance of studying in FI2 to obtain FI2's degree of world recognition:

If our students could study in FI2 and obtain the degrees, they could hunt for jobs directly in Europe, America, Australia and so on. However, Chinese degrees of EIE and the qualifications of being engineers were not recognized overseas at that time (Manager 2).

Due to the flexibility of the '3+1' TNE model, the Course Leader agreed that students could enjoy every benefit of studying in CI2 and FI2:

At least personally, I think our '3+1' model was very good because students learnt both the fundamental and professional modules in China and overseas. To some extent, those students had more opportunities and broader options than other CI2's students (Course Leader).

Further, for students' better-learning outcomes, they similarly suggested extending the period of study in FI2. Manager 2 explained:

Students will feel better in the '2+2' model, which allowed for more time for adaptation. Professional modules and English both took time to learn. It really did not make much difference even though he prepared longer here and no matter how well they prepared here (Manager 2).

Manager 1 even suggested the '1+3' TNE model if the TNE policies allowed. In his opinion, lack of the language atmosphere in CI2 affected students' learning outcomes later in FI2:

The perfect TNE model I suggested is that students should study the modules of general education for their first year here and then all the professional modules in FI2. It is difficult to form the language atmosphere here in CI2 even though you (CI2) invite foreign teachers or local teachers to teach bilingually. After going to FI2, students have lots of difficulties in reading literature and writing essays. They told me they could not sleep before two a.m. every night because they encountered considerable difficulties in learning (Manager 1).

In addition, Manager 1 thought extending more years in FI2 should be what the parents expected because students in this TNE programme were from families with better economic conditions. Manager 3 said:

Parents now are open-minded here. What is the use of making money? Of course, for their children's better education. It is better when they could study abroad (Manager 3).

From the perspective of FI2, due to its less popularity in China, the FI2 manager agreed on '3+1' expecting to promote FI2's reputation in China first and then attract students out to FI2:

At that time, FI2 was not well-known in China, but it had a higher reputation in Europe or other countries worldwide. However, Chinese institutions, parents and students were not so familiar with FI2. I think if FI2 would like to explore the Chinese education market, he should find an appropriate opportunity. It cost people some time to know FI2 (FI2 manager).

Because EIE had lower language requirements for the learners than those studying social sciences and humanities, the FI2 manager also suggested extending the period of study in FI2 for students' better language and academic outcomes:

Actually, we prefer the '2+2' TNE model because students may be more secure (obtaining FI2's diploma) if they could have a more extended period of study in FI2. After all, there are significant differences in students' outcomes trained in one year or two years (FI2 manager).

6.2.3 Institutions' partnership in the TNE curriculum

The Course Leader introduced that at FI2's request, he had to prioritize FI2's core modules when the TNE curriculum was designed:

FI2 mainly focused on their own core modules in the TNE curriculum. They required that their core modules should be taught here. We show high respect to their requirements and would do it at their request (Course Leader).

When he was asked how to distinguish FI2's modules from CI2's modules in the TNE curriculum, he responded: 'I could tell which modules are from FI2... and they were required by FI2 to be delivered here'. In addition to the nine modules from FI2 (see Table 6.1), senior managers had to do more to make the ratio of FI2's modules meet the MoE's requirements (2006). CI2 employed an American teacher to translate the Chinese module descriptions into English for FI2's reference. The purpose of translation was for the course mapping later. He explained:

I will take the transcriptions into translating into English for the Chinese modules, and that will make it easier for them to see what contents were in Chinese modules and to see which modules are broad to match their modules and see what kind of credits that could be transferred (The American teacher).

Manager 1 showed an example of how the mutual recognition of credits was done:

If the contents of CI2's one module were found in three FI2's modules, they (FI2) would recognize our modules and give us all credits of their three modules as long as we learnt it (Manager 1).

In this sense, CI2's modules in the TNE curriculum did not have to change but were additionally granted FI2's credits. Furthermore, in comparison with other contextual-dependent subject areas, Manager 1 thought the general characteristic of EIE would make the credit transfer possible: 'It was fine if the TNE subject area was industry-related because it was concerned about facts and there were few differences between countries'.

However, course mapping was complicated in practice. Accurate translation of module descriptions was one of the challenges. Without expertise on EIE, it was difficult for the American teacher to understand EIE specialized terms:

You know some of the contents are very specialized language. So I will have to check with more technical people and see if the translation is correct because I am not an expert in every area, information, physics, business, or these different areas. I would have to go and say, do the best I can, what made sense to me and I will go and check with the expert and see, is this correct (The American teacher).

Different curriculum structures also intensified the difficulty of the credits transfer. Manager 2 explained: 'Our curriculum was systematic to cover as much knowledge as possible...However, FI2's curriculum was designed around the students' outcomes to meet industry needs. It was called 'Outcome-based Education'. In addition, he found the credit allocation of two sets of curricula was

also different: 'Our total credit and teaching hours were given to lectures. However, in FI2's curriculum, lectures just accounted for 12 credit hours and the other 24 credit hours were allocated to tutorials, seminars, experiments or self-study'. Under such circumstances, how many FI2's credits could be transferred to CI2's modules depended on course mapping results and senior managers' interpretations. CI2's modules and FI2's modules were not clearly divided in the TNE curriculum (see Table 6.1).

For a '3+1' TNE programme, the rest modules in the TNE curriculum were arranged to cater for students with different needs. In order to relieve students' language pressure in FI2, FI2 requested more language training during the first three years:

After the first groups of students transferred to FI2, we found that their language was the big problem, as they did not have a foundation of specialized English terms, making it difficult to understand the lectures here. Later on, we asked CI2 to add more English modules training students' language abilities (FI2 manager).

Six more language modules were therefore added to the TNE curriculum (see Table 6.1). Some of them were particularly designed to train students' language abilities in studying and living abroad. At last, CI2 added the rest necessary CI2's modules for students' obtaining CI2's degree if not going to FI2:

We did carefully think about integrating and adapting them to the needs of the students who may not go abroad. To those who would transfer to FI2, we did not bother to care so much. Those who remain here will be transferred to the regular EIE class and finished the rest of the modules to graduate from CI2 (Course Leader).

Regarding the delivery of the TNE curriculum, instead of participating more in TNE teaching activities in CI2, FI2 controlled the quality of TNE curriculum

delivery in CI2 by setting up the standard of students' transfer. FI2 manager explained how FI2 cooperated with CI2 in the TNE curriculum delivery:

FI2 set the standard of the average score points according to the transcripts you (CI2) gave to us. We fully accepted it and will not doubt the validity and reliability of the transcripts (FI2 manager).

There was another reason for FI2's less participation in CI2's TNE teaching activities. FI2 had difficulty in sending FI2's teachers out. FI2 manager explained:

FI2 manager: At the very beginning of the TNE programme, in order to promote mutual understanding, our teacher would come to teach in CI2 first for a short period. Meanwhile, they would cooperate with CI2's teaching team. In terms of how fast and how they cooperate with each other, I did not know.

Interviewer: Any difficulties for FI2 to send their teacher out?

FI2 manager: Of course. It could only be dealt with by cooperation and understanding. Because the teaching schedules between the two HEIs were different, they could only come to CI2 when it was the regular teaching season, but it was holiday time in FI2. Meanwhile, their teaching schedules in FI2 also need to be rearranged.

However, this kind of fly-in teaching could not relieve CI2's pressure from MoE's quality control. Considering the personal experience of being a member of MoE's expert-review board committee, Manager 3 revealed how MoE controlled HEIs' implementation of 4*1/3 requirements annually:

You (Chinese HEIs) can write even ten modules conducted by the foreign teachers or anything you like in the report. However, MoE will know the real situation from our students. For example, he will distribute the questionnaire to our students individually and confidentially without letting us know. I know it because I have been a member of the expert review panel. From the form he sent to the expert for revision, you know the first category is to check the self-evaluation reports from HEIs. The second category is to check students' surveys. If what is said by HEIs in the report is different from what the students said in the survey, MoE will take a zero-tolerance approach to any difference. This is what we are really worried about. University will be disgraced once vetoed by MoE (Manager 3).

Because of MoE's strict control, she would not risk faking in the self-evaluation report about the involvement of the foreign teaching staff. Manager 3 seemed to be more worried about the number of foreign teachers instead of unqualified condensed teaching that FI2 only agree to do:

It is hard going this year. FI2 has informed us that they cannot send teaches to teach the senior students here. What can we do?... In March next year, I must submit the self-evaluation report for this year. Last semester, FI2 sent one or two teachers, but he (FI2) told me that he could not do it next semester. These two teachers cannot satisfy my one-third requirement. Isn't it easy for me if you (FI2) could send more teachers? If not, I am feeling so much pressed (Manager 3).

Manager 3, therefore, decided between the quantity and the quality of the foreign teachers: 'Quality is not the priority for me to think about. I had to find a way out, even though it is not a perfect one. However, at least, it is a way'. Manager 3 had to try several ways to employ the foreign teachers:

I employ teachers through educational agencies, and we pay a lot. Or I get contact with teachers in the other TNE programmes in our university. I negotiate with our American partner university and see if they can send their teachers here. I expect that they could teach here for four weeks, but if they cannot, three weeks are also fine, depending on our negotiation...If your teachers cannot come to teach here, how about your PhD students? (Manager 3).

Overall, guided by the national context and TNE policies, CI2 and FI2 selected EIE and the '3+1' TNE model for the TNE programme. In practice, the two HEIs were motivated differently. CI2 used FI2's academic strength to improve CI2's EIE course, whilst FI2 expected to attract more students to pay international fees in their fourth year. However, they reached a consensus about extending the period of study in FI2 when taking students' needs and parents' economic affordability into consideration. When the TNE curriculum was designed, the characteristic of EIE provided convenience for course mapping. However, the '3+1' TNE model made things complicated. FI2 requested CI2 to complete FI2's

modules and recognized the credits of CI2's modules. Meanwhile, FI2 did not participate more in TNE curriculum delivery for FI2's own challenges and the '3+1' TNE model. From the perspective of CI2, FI2's attitude provided CI2 with challenges and flexibilities at the teaching level. The implication of the '3+1' TNE model on TNE curriculum design and delivery will be further explored in summary (see Section 6.6).

6.3 Teaching perspective

Semi-structured interviews were conducted with three local teachers and an American teacher employed by CI2. Course Leader and Teacher 3 taught CI2's professional modules. Teacher 2, Teacher 3 and the American teacher taught FI2's modules.

6.3.1 Teachers' challenges from course mapping

For the modules that FI2 insisted on adding to the TNE curriculum, Teachers found that the knowledge cohesion and progressive articulation within FI2's modules were neglected in the TNE curriculum. Students' understandings were considerably affected when they were not arranged in the proper order as they should be in FI2's curriculum. Teacher 3 said:

Computer Control Technology needs to use the knowledge that should be previously covered in the module *Systematic Dynamics*. Usually, *Systematic Dynamics* should be arranged in advance in the second semester of the second academic year. Instead, it was placed in the same semester with *Computer Control Technology* in the second semester of the third academic year. Consequently, my teaching efficiency of the module *Computer Control Technology* was directly affected (Teacher 3).

Teacher 2 also felt great pressure when he taught a specific FI2's module that he did not know. He was more challenged when he found there were non-introductory modules to support it and no natural setting to apply FI2's knowledge:

Project is one component of the office software. It was really useful for project management. However, our students had no idea of project management before. Now, they were suddenly given a case and were asked to divide the project into several steps. This software was just a tool. In our mind, we actually could not apply it to the actual settings (Teacher 2).

Lack of FI2's teaching guidance and direct communication among teachers, Teacher 3 had no idea of FI2's requirements for the teaching focus and coverage:

We had no one to ask when we had questions in teaching. Taking *Systematic Dynamics*, for example, the main knowledge points were of no differences in general. Then, what about the teaching depth?...If you (the teacher) took great effort on the depth of teaching, what about the progress of teaching?...I have no idea whether FI2 required more theories or experiments in teaching. Someone suggested half and half. Then what were the criteria of percentage division (Teacher 3)?

Without FI2's teaching materials for reference, he was struggling with the textbook selection:

Some textbooks were written vividly. Some of them were more theoretical oriented, and some were more practical oriented. Textbooks were edited in different ways. I have never seen what the textbooks were used by FI2, whether it focused more on theories or application (Teacher 3).

Except for the nine FI2's modules and six language modules, CI2 kept the other 32 modules the same as CI2's regular EIE course. However, Teacher 3 found that students in the TNE programme were sometimes arranged to attend the modules of lower level than the students in the regular EIE course:

The TNE students learnt advanced Mathematics with the students majoring in Liberal arts and humanities. The Mathematics they learnt was quite different from what was learnt by the students majoring in Sciences. When I marked their assignments, I found their knowledge foundation was so weak that it actually prevented my sessions from going on smoothly (Teacher 3).

6.3.2 Teachers' flexibility in FI2's modules

Teachers had different ways to deal with these challenges and differences. CI2 suggested teaching FI2's modules and CI2's professional modules bilingually. However, the local teachers expressed their preference for teaching in Chinese. They worried about their abilities to teach in English:

The subjects like engineering and science were learnt mainly by reading and listening. Even the teachers coming back from overseas had high academic and research abilities. However, their English presentation skills were not so strong (Teacher 2).

More importantly, teachers did not think the students need to be taught in English. Teacher 2 said: 'Some explorative tools of the software itself used in my module had English interface'. Teacher 3 added: 'TNE students have English technical modules. I will not teach specialized terms and lectures in English. I just teach in the same way as other regular lectures in Chinese'.

Due to the '3+1' TNE model, students with different learning objectives were mixed in a class. Teacher 3 revealed: 'Currently, as far as I know, the percentage of the students who finally transfer to FI2 is not high, about less than 40%'. Considering the needs of most students who would not transfer to FI2, Teacher 3 chose the textbook edited in Chinese:

I thought of selecting an English textbook for my module. However, it was quite difficult to carry it out because students would be transferred to FI2 or CI2's own EIE course separately. It would be unfair to the students who would not move abroad (Teacher 3).

Without FI2's marking criteria for reference, teachers adopted CI2's passing standards to assess students' mastery of knowledge. In light of FI2's attention on students' grade point average (see Table 6.2), Teacher 2 did not worry about whether his marking would affect students who would like to study in FI2: 'Those who would like to transfer to FI2 would attend the module over and over again for

higher GPA in order to make their transcripts excellent'. In addition, he did not need to soft the marking because CI2's passing standard was higher than FI2's:

Some countries regulated 50 as the score for a pass, and some other countries were 55. It seemed to be 40 in FI2. However, it was 60 here in CI2. There was a student who failed my module with a score of about 50. However, he was granted FI2's degree at such a score. It was fine for FI2, but he couldn't obtain CI2's degree (Teacher 2).

The local teachers tried several ways to help students pass the examinations, such as lowering the difficulty level of examination and decrease the use of the English language in the examination. The American teacher took one of the assignments as an example to explain the local teachers' practices:

In China, like reports, maybe they usually fill in some blanks. So perhaps most of the reports are already written now, they just have to write the results, but these reports require more like a project, style reporting (The American teacher).

Instead of simplifying the assignments and exams, the American teachers helped the students out by giving them more chances:

My philosophy was to get more students to get to the finish line. I still hold the requirement line. But I will not change that. I cannot change that. The standard is there. I cannot change that. But I still give them many chances to reach that standard line (The American teacher).

6.3.3 Teaching Chinese students

Different from Manager 3's emphasis on quantity instead of the quality of the fly-in teachers, teachers were concerned with the quality of the fly-in teaching. FI2's teachers only came to teach some non-professional modules for a short time. Teacher 3 critiqued that there was no real sense of teachers' collaboration resulting from such way of the fly-in teaching:

Strictly speaking, FI2 should have sent his full-time teachers to teach professional modules here in the TNE programme. In fact, they just came here

during their holidays to teach some optional modules or introductory modules in seminars. None of them came to teach the core modules. Even though they could teach FI2's professional modules here, their limited teaching period did not allow them to finish any of the core professional modules or the fundamental professional modules. The local Chinese teachers were responsible for the delivery of FI2's modules (Teacher 3).

At the request of MoE, Manager 3 had to employ foreign teachers to teach FI2's professional modules (see Section 6.3.3). However, local teachers and the American teacher similarly argued that not all foreign teachers were as capable as local teachers in understanding students. Consequently, the interaction in class would be significantly affected. The Course Leader explained:

I feel that they (TNE students) preferred lectures taught by local Chinese teachers in a traditional way. Personally, for example, two people were talking. It should be not very comfortable if one was already talking and the other kept silent. Similarly, the teaching efficiency in class was what the foreign teachers cared about the most. If they could not get students' prompt responses, interaction in class was not good. Then, it was difficult for them to conduct the teaching activities (Course Leader).

Similarly, the American teacher pointed out that without teachers' qualifications, some foreign teachers did not even know how to teach Chinese students in the Chinese-speaking environment:

One thing is they (some foreign teachers) are not well trained in language learning. So they don't have certifications and don't have professional school teaching...So they should have some methods to teach students who have limited English capability. Otherwise, students may not understand them very well (The American teacher).

He, therefore, suggested that other foreign teachers: 'Simplify your language and repeat the things in different ways. Ask them questions to see if they understand you correctly'. He found his exceptional Chinese abilities helped him a lot to understand Chinese students:

The other thing I could do is that my Chinese is good enough. I could understand them so much. So if I sense there is a difficulty, I will ask them to translate what I said into Chinese. Then I can tell because I have done all the course descriptions from Chinese into English. I have learnt all the technical vocabulary anyway. In this way, I would confirm that they understood what I am saying (The American teacher).

Even so, Teacher 3 did not think students' understandings of the professional knowledge could be fundamentally improved:

Foreign teachers, including the fly-in teachers, knew our students' language abilities. They would slow down their speed. They were nice to explain again and again where students did not understand. Nevertheless, no matter how slow they were, our students were weak in communication and comprehension in English. After all, it was about academic knowledge rather than living settings (Teacher 3).

6.3.4 Teachers' understanding of students' outcomes

Senior managers tried to recruit more students for more economic profits (see Section 6.3.2). However, teachers thought the lower admission scores allowed those less qualified students to enter into CI2. Teacher 2 said:

The students recruited into the TNE programme were not as strictly selected as the other students recruited in CI2. It was a common problem for most TNE programmes jointly established by none-top HEIs because the TNE programme was regarded as a way to make profits (Teacher 2).

Teacher 3 argued for a clear objective of the TNE programme before the TNE curriculum design. Though it was widely known that MoE tried to attract high-quality resources from foreign HEIs through the TNE programme, the local teachers found the '3+1' TNE model was of great influence on students' outcomes. The Course Leader did not think highly of students' learning outcomes if they spent the whole four years in CI2:

Yesterday I talked with several bosses. They told me that they were short of working labours. However, they cannot have enough employees. Why?

Because the employees they recruited were not qualified for their job. On the other side, our graduates could not find jobs. Such discrepancy happened because the students' abilities trained in HEIs could not match the need of the enterprises (Course Leader).

Taking the quality of students' graduation project, for example, the Course Leader found that one-year study in FI2 made a difference in students' outcomes:

In China, let me say it directly, many of the students in CI2 were not serious about designing their graduation projects. So were many other HEIs in China. However, once you transferred abroad, you cannot fool away this way. Otherwise, you cannot graduate from FI2. It could be seen that students' practical abilities were improved a lot after one year of studying abroad (Course leader).

Due to FI2's better equipment and facilities, Teacher 3 also suggested students' more time in FI2 to improve their practical abilities:

CI2's equipment and facilities were limited. FI2's facilities and hardware were better than ours. If students could study abroad, our students mastered the theoretical stuff and had more opportunities to apply the knowledge. CI2's facilities were a big flaw. our students learnt these technologies, but they could not use them here (Teacher 3)

Overall, due to senior managers' more attention on teachers' completion of modules than the teaching process, the local teachers had more space to deal with the neglected challenges in previous course mapping exercises. By choosing the textbooks and using the teaching language they preferred, they delivered FI2's modules in a similar way as they did in CI2's modules. The foreign teachers were not necessarily better than the local teachers in teaching Chinese students. They were found to vary in teaching abilities and familiarity with the Chinese context and Chinese students. In line with senior managers' expectations for sending students out, teachers also suggested extending the study period in FI2 for students' better outcomes. Whether students had the same

TNE curriculum and delivery perceptions will be further explored in the next section.

6.4 Student perspective (survey findings)

Students' survey data was collected from 87 students who answered the questionnaire. It was designed to explore the factors affecting students' choice of the TNE programme and students' satisfaction with TNE curriculum design and delivery. The demographic information of CI2's survey respondents is presented below in Table 6.4.

Table 6.4 Demographic information of CI2's survey respondents (n=87)

Demographic information		Number of respondents	Per cent (%)
Gender	Male	69	79.3
	Female	18	20.7
Level	2 nd year	36	41.4
	3 rd year	51	58.6
Geographic location	Southern region	62	71.3
	Northern region	25	28.7
	Total	87	100

Table 6.4 shows the number and the percentage of survey respondents of different genders in different levels and geographic locations. Of 87 survey respondents, the subject area of EIE attracted more male students (79.3%) than female students (20.7%). Nearly half of the respondents were studying in the second year (41.4%). The other respondents were in the third year of study and ready for division in the fourth year (58.6%). Most students were from the province's southern region (71.3%), as against only 28.7% for the students from the northern region.

6.4.1 Students' motivations for choosing the TNE programme

In the survey, students were invited to rank the nine factors affecting their selection of CI2's TNE programme from the most important to the least important. Frequencies of students' responses are presented below (see Table 6.5).

Table 6.5 Students' selection of CI2's TNE programme(n=87)

Factors	Ranking 1 (%)	Ranking 2 (%)	Ranking 3 (%)	Ranking 4 (%)	Ranking 5 (%)	Mean	Factors
Subject area of EIE	24(27.6)	12 (13.8)	0(0)	5(5.7)	17(19.5)	4.22	1 st
Employability in China	15(17.2)	13(14.9)	11(12.6)	13(14.9)	6(6.9)	4.36	2 nd
Further study overseas	11(12.6)	11(12.6)	11(12.6)	10(11.5)	5(5.7)	4.71	3 rd
Further study in China	11(12.6)	9(10.3)	12(13.8)	8(9.2)	8(9.2)	4.99	4 th
Employability overseas	6(6.9)	7(8.0)	19(21.8)	7(8.0)	4(4.6)	5.05	5 th
One year in FI2	4(4.6)	11(12.6)	4(4.6)	15(17.2)	18(20.7)	5.17	6 th
Reputation of FI2	7(8.0)	10(11.5)	11(12.6)	11(12.6)	7(8.0)	5.26	7 th
Reputation of CI2	4(4.6)	11(12.6)	7(8.0)	4(4.6)	17(19.5)	5.40	8 th
Parents' preference	5(5.8)	3(3.4)	12(13.8)	14(16.1)	5(5.8)	5.69	9 th

Table 6.5 shows that the subject area of EIE, employability in Chinese job markets and further study overseas were the first three important factors affecting students' selection of the TNE programme. They were followed by the factors concerning further study in China, employability overseas and one year of study in FI2. The reputation of FI2 and CI2 and parents' preference were the factors that the students less considered. More detailed explanations of students' choices of the TNE programme will be further explored in follow-up students' qualitative interviews in Section 6.5.1.

6.4.2 Students' satisfaction with the TNE curriculum

Based on senior managers' and teachers' understanding of students' needs (see Section 6.2.2; Section 6.3.2), students' satisfaction with the TNE curriculum was asked in the survey around their employability and further education. In addition,

more language modules were intentionally designed into the TNE curriculum for the improvement of students' language proficiency (see Section 6.1.1). Another category of students' satisfaction with their language proficiency was added to the survey. Students' responses are shown in Table 6.6.

Table 6.6: Students' satisfaction with CI2's TNE curriculum (n=87)

	Very satisfied (%)	Fairly satisfied (%)	Neither satisfied nor dissatisfied(%)	Fairly dissatisfied (%)	Very dissatisfied (%)
Skills for the employability in China	26.4	43.7	21.8	4.6	3.4
Skills for the employability overseas	18.4	41.4	27.6	4.6	2.3
Knowledge for further study in China	20.7	36.8	27.6	8.0	1.1
Knowledge for further study overseas	25.3	43.7	20.7	4.6	2.3
Language proficiency	40.2	44.8	11.5	2.3	1.1

Table 6.6 shows students were quite satisfied with the improvement of language proficiency: 40.2% were 'very satisfied', 44.8% were 'fairly satisfied', and 11.5 % 'neither satisfied nor dissatisfied'. Only 3.5% of those were 'fairly dissatisfied and very dissatisfied'. The second highest degree of satisfaction with combined categories of 'very satisfied' and 'fairly satisfied' was expressed for the skills for their employability in China (70.1%). It was followed by satisfaction with the knowledge for further education overseas (69%). In sharp contrast with the results with respect to the other three aspects of TNE curriculum satisfaction, the satisfaction with the skills of their employability overseas and knowledge for further study in China was much lower. The combined categories of 'very satisfied' and 'fairly satisfied' fell to about 59.8% and 57.5%. 'Neither satisfied nor dissatisfied' came to 27.6%. The highest degree of dissatisfaction was also expressed for further study in China (10.6%) when students' dissatisfaction with the other four categories was less than 4%. Several elements can be relevant for

explaining the high satisfaction level of language proficiency, employability in China and further study overseas, as well as the relatively lower satisfaction level of employability overseas and further study in China. More detailed reasons will be further explained in Section 6.5.2.

6.4.3 Students' satisfaction with the teachers

Students' satisfaction with the local and the foreign teachers was asked in the survey. The first two categories were concerned with teachers' knowledge of CI2's modules and FI2's modules. The following categories were about teachers' sense of the contextual differences, the interaction between teachers and students in class, and teachers' marking standards. These results are presented in Table 6.7.

Table 6.7: Students' satisfaction with the teachers in CI2's TNE programme (n=87)

Teachers	Very satisfied (%)		Fairly satisfied (%)		Neither satisfied nor dissatisfied (%)		Fairly dissatisfied (%)		Very dissatisfied (%)	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign -n	Local -l	Foreign -n
Knowledge of CI2's modules	31	-	44.7	-	16.1	-	3.4	-	1.1	-
Knowledge of FI2's modules	15	25.3	35	46	30	16.1	17.2	11.5	1.1	0
Be aware of the contextual differences	17	17.2	30	32.2	38	39.1	11.5	6.9	3.4	3.4
Pay attention to Interaction in class	20	29.9	39.1	46	28.7	19.5	10.3	3.4	2.3	1.1
Marking standard	22	29.9	39	40.2	29	21.8	8	3.4	2.3	2.3

The first aspect asked was students' general satisfaction with the local teachers' knowledge of CI2's modules. The 'very satisfied' or 'fairly satisfied' percentage appeared very high in this respect (75.7%). The differences with respect to students' satisfaction with teachers' knowledge of FI2's modules were statistically significant. The level of satisfaction was distinctly higher in the foreign teachers' understanding of FI2's modules (71.3%) than the local teachers' (50%), including the foreign teachers employed by CI2 and FI2's fly-in teachers (see Section 6.4.3). Students' satisfaction with the contextual sense was similar between the local teachers (47%) and the foreign teachers (49.4%). It was interesting to observe that the single level of 'neither satisfied nor dissatisfied' was distinctly higher in the local and foreign teachers' awareness of the contextual differences (between 38% and 39.1%). The level of 'fairly dissatisfied' was high in local teachers' mastery of FI2's modules (17.2%). Students' satisfaction with interaction in class was statistically significant between the local teachers (59.1%) and the foreign teachers (75.9%). Students' satisfaction with the assessment was not significantly different between the local teachers and the foreign teachers. The high percentage was in the categories of 'very satisfied' (between 22% and 29.9%) or 'fairly satisfied' (between 39% and 40.2%). More detailed explanations of the satisfaction with teachers' teaching will be further explored later in Section 6.5.3.

6.4.4 Students' perceptions of the teaching languages

In view of the TNE model and senior managers' and teachers' different opinions on teaching languages (see Section 6.3.2), students' preference for the teaching languages in CI2 was also asked in the survey, which was then interpreted with their interests in studying in FI2. The results are presented in Table 6.8.

Table 6.8: Students' preference for the teaching languages in CI2 (n=87)

Interests in studying in FI2	Students' preferred teaching languages									
	English		Chinese		Teaching in Chinese but slides in English		Teaching in English with Chinese translation		Total	
	N	%	N	%	N	%	N	%	N	%
No	1	20	2	40	0	0	2	40	5	5.7
Yes	22	37.9	9	15.5	5	8.6	22	37.9	58	66.7
Not sure	8	33.3	4	16.7	4	16.7	8	33.3	24	27.6
Total	31	35.6	15	17.2	9	10.3	32	36.8	87	100

Table 6.8 shows that overall, 75.8 % of the respondents interested in studying in FI2 had the highest expectation of teaching in English (37.9%) or main in English (37.9%). Only 24.1% of them preferred teaching in Chinese (15.5%) or main in Chinese (8.6%), respectively. Next in line was the respondents who were uncertain of studying in FI2: 66.6% of them expressed their preference for English teaching (33.3%) or main English teaching (33.3%). Only 33.4% of them need Chinese teaching (16.7%) and main Chinese teaching (16.7%). It left about five respondents who had no interest in studying in FI2. Three of them still would like to be taught in English or mainly in English. A more significant proportion of those who were uncertain about studying at FI2 prefers teaching in English, compared with those interested in studying at CI2. Several elements could explain such an attitude, which will be further explored in students' follow-up interviews in Section 6.5.3.

6.5 Student perspective (follow-up interview findings)

The follow-up interviews were conducted with three volunteer students to gather in-depth qualitative data of students' experiences of the TNE curriculum and their detailed explanation of the survey findings. CI2 student 1 and CI2 student 2 obtained dual degrees. The former has got a postgraduate offer from the University of Edinburgh in the UK. The latter was applying for a foreign

postgraduate course. CI2 student 3 was studying in the third year of the TNE programme in CI2.

6.5.1 The TNE programme as a ‘springboard’

As shown in Table 6.3 about the lower admission scores of the TNE programme, three students all regarded it as the most important precondition of choosing the TNE programme. The ‘3+1’ TNE model was found the biggest attraction to students. Senior managers suggested extending the period of study in FI2 for better outcomes (see Section 6.2.2). However, the students who would like to go to FI2 did not consider extending the period of studying in FI2. They took advantage of one year in FI2 to obtain FI2’s degree and subsequently applied for a better postgraduate course overseas. Student 2 said:

I prefer ‘3 + 1’ because that is enough. I can get the platform to apply for a master’s degree later, so I don’t need to spend too much time and energy (in FI2) (Student 2).

Students’ affordability of more years in FI2 was another reason for senior managers’ suggestion of extending the years in FI2 (see Section 6.2.2). However, Student 2 was attracted by fewer international tuition fees in the ‘3+1’ TNE model:

In this TNE programme, I only need to pay 200,000 RMB for only one year of study abroad. However, if I go straight to undergraduate education abroad, I have to pay 200,000 RMB every year. It’s a bit unaffordable (Student 2).

In line with the survey findings, students were less motivated by FI2’s reputation (see Table 6.5) due to FI2’s disadvantageous rankings and lower popularity in China. Student 1 said: ‘After I filled out the application form, I searched the Internet for what FI2 looked like’. For students who did not transfer to FI2 and obtain FI2’s degree, the ‘3+1’ model provided them with another chance to obtain

CI2's degree. They could still apply for a foreign postgraduate course with CI2's degree. Student 1 added:

They directly applied for Australian or British HEIs after graduating from CI2. In addition, because of the high economic pressure, I don't think it's meaningful to go out to FI2 (Student 1).

Compared with the attraction of the '3+1' TNE model, other elements of the TNE programme seemed to be the additional advantage. Instead of being attracted by CI2's reputation, Student 1 preferred CI2's location within the province: 'In view of my scores in NCEE, I have to choose an HEI in another province, or go to an HEI located in the northern region of the province. I don't want to go too far either'. Similarly, Student 3 said: 'In fact, I did not care so much about CI2. The geographical location of CI2 is good and convenient. It is also convenient for me to go back home to Shanghai. The high-speed railway is very convenient'.

6.5.2 Influence of the TNE curriculum

Compared with the regular four-year EIE course, students in the TNE programme have to study a similar number and teaching hours of the modules within the three years. They felt overwhelmed that they were not as good as the regular EIE students before they transferred to FI2. Differences in practical abilities were especially evident. Student 3 explained:

The modules that the regular EIE students learnt were difficult than us. They could participate in many competitions. They could do some innovative things like some scientific research projects with teachers in some application modules. Their knowledge of EI was not limited to examination content but more in-depth (Student 3).

Student 3 understood CI2 arranged them to learn the simplified professional modules for students' better GPA transcripts to transfer to FI2 or to apply for a better postgraduate course overseas:

CI2 hope to send out more students to the world-famous HEIs. GPA is an important issue in the application...For helping us with better GPA transcripts, they arranged us to learn some modules with easier content (Student 3).

However, he argued that it would be unfair for the students who would not transfer to FI2 because their understanding of professional follow-up modules was affected:

Mathematics and Physics are fundamental modules that seemed quite important to electronic majors like us. Without a previous solid knowledge basis, you (students) would be required to design some circuits or keep a circuit trace. It would be quite troublesome if you do not understand it (Student 3).

Student 3 found students' mastery of knowledge was further affected due to the decreased teaching hours of the professional modules:

Taking a *C language* module, for example, in the regular EI course, it was arranged to study for one year in two semesters...However, we only study it for one semester. Our overall abilities were much lower (Student 3).

Even though they were more language modules in the TNE curriculum, Student 1 suggested more English training when they studied in CI2. She found one-year study improved her language abilities for a living but not sufficient for academic learning:

Without any designated textbooks, the foreign teachers always used slides when teaching. The knowledge points were selected from various books. Those books there are so expensive. We cannot afford them. I cannot understand them. I will look for Chinese materials and read them first. In addition to those slides, I could understand the lectures. It cost me twice as long to study (Student 1).

6.5.3 Influence of teachers' flexibilities

Student 1 found teachers just selected the fundamental knowledge to teach and simplified examination in FI2's modules, which was more helpful for the students to transfer to FI2:

If you designed the exams as complex as those in the regular EIE course, more students are suspended from the program. If GPA cannot be raised, the rate of studying abroad will be low (Student 1).

The local teachers' language challenges affected students' expectations for teaching in English:

CI2's teachers were stronger in professional knowledge than the language teaching abilities. The key point is we cannot understand what he said. What's the significance of speaking individual English professional vocabularies?... To me, no matter what language was used in teaching, the content is the same. I did not feel any help from English teaching (Student 3).

Even though FI2's fly-in teachers taught modules, students who would not transfer to FI2 chose not to attend when they know they were not counted into their credits. Student 1 introduced students' responses to the fly-in teaching:

We have learnt the module *Electromagnetics* he (FI2's teacher) came to teach in our junior year. He just showed how the module was introduced in FI2 in advance. I feel that this model is meaningless. He gave a one-hour lecture every week for one month. His lectures occupied two vacancies in our original timetable. At that time, the students complained about why they should have such extra lectures. Those students who would not go abroad were asking every day whether this module accounted for credit or not. Later, when they were told the module did not have any credit. The next day, no one went to the lectures (Student 1).

Under such context, three students in the interviews pragmatically evaluated their outcomes in the TNE programme by whether they could offer postgraduate courses from better foreign HEIs. Student 2 expected:

If I could get the offer from UCL, I must benefit from it. You know, if you (regular students) apply for UCL without the background of the best universities in China, you will be ignored by UCL for no reason. Actually. It will be really easy for me to get an offer if I have a one-year study abroad. But if I cannot have that offer, I must lose a lot, really (Student 2).

Student 1 thought her experience in FI2 and FI2's degree should be helpful for her to get the offer from the University of Edinburgh:

I had a group of new graduate students in Wechat. I found that they are all from much better undergraduate HEIs than me. I am feeling I could not get the offer without the springboard of studying in FI2 (Student 1).

Overall, survey findings suggest that the subject area of EIE, employability in Chinese job markets and further study overseas were the first three important factors affecting students' selection of the TNE programme. The follow-up interviews further explained that the '3+1' TNE model provided them with a springboard to obtain CI2's degree to work in China or obtain FI2's degree to apply for a postgraduate course overseas. Regarding the survey finding of students' high satisfaction level of language proficiency, employability in China and further study overseas, students in the interviews explained it depended on whether students would transfer to FI2 or not. For the modules that they were arranged to attend or the knowledge they were taught, students found that it was more helpful for those students who would transfer to FI2. Students' mastery of in-depth professional knowledge and practical abilities were affected to some extent if they would not move to FI2. However, their satisfaction with employability in China was not affected because they could also obtain CI2's degree. Students' preference for the teaching language was also found to correlate with their interests in going to FI2. A student who studied in FI2 explained that an English-speaking environment helped improve language abilities but was not sufficient for academic learning.

6.6 Summary

As discussed in Chapter 4, TNE policy development in China experiences five phases. After the critical review, MoE began to regulate TNE development in 2010 and emphasized introducing high-quality education from foreign HEIs. In line with MoE's general TNE policies, PDE has more specific and more explicit TNE subject area and TNE model requirements to guide HEIs' application of new TNE programmes (PDE, 2014). In Case 2, CI2's managers were proud that they were in quick response to TNE policies. The TNE programme was approved to be established in 2011 because the subject area Electronic Information Engineering (EIE) and '3+1' TNE model were what MoE supported at that time (see Section 6.2.1). Aiming at internationalization at home, *Several Opinions about Opening-up Education in the New Era* (State Council, 2016) highlighted the Chinese receiving institutions' dominant roles in TNE partnership and the role of education in the construction of 'the Belt and Road'. CI2 was then gradually active to seek new TNE cooperation in some new areas, as in the example of seeking TNE partner countries in the list of 'the Belt and Road' and changed to focus on the '4+0' TNE model that MoE support (see Section 6.2.1). Previous research identified push and pull factors motivating foreign awarding institutions and Chinese receiving institutions from dimensions of politics, culture, economy and education (Francois, Avoseh and Griswold, 2016; Marginson, 2004). My research confirms the policy implications on HEIs' motivations for developing TNE. Meanwhile, my research extends to find that HEIs follow the TNE policies and have different responses to the TNE policies. For example, for students' better outcomes, CI2's and FI2's senior managers, the Course Leader and teachers similarly suggested extending the study period in FI2 even in the TNE model of '1+3' if the policy permits (see Section 6.2.2; Section 6.3.4). That was why all CI2's TNE programmes had been designed to have the period of studying in foreign countries. More reasons will be further discussed in the implication of the

southern region that CI2 is located in later. Regarding the TNE programmes as the safest way for students to study abroad, CI2 tried to push students out practically. CI2 established several TNE programmes to provide students with more foreign awarding institutions in different countries just in case some students failed to go abroad in one TNE programme (see Section 6.2.2). For the TNE programme on EIE, more language modules were added to the TNE curriculum, training students' language abilities to study and live abroad (see Section 6.2.3). Students were arranged to learn some less complicated modules than those in CI2's regular EIE course to help them have better final scores (see Section 6.3.1). The local teachers simplified the assignments and examinations to help students reach the academic standard of transferring to FI2 (see Section 6.3.2).

Another reason for CI2 and FI2's different responses to MoE's preference for the '4+0' TNE model is related to the advantages of the '3+1' TNE model. This model provides all participants with flexibility and freedom. Senior managers from CI2 and FI2 could benefit from the '3+1' TNE model because it allowed them to be responsible for their curriculum separately. Previous literature has debates about whether the TNE curriculum should be adapted to the local context or not (Waterval et al., 2016; MacBurnie, 2000; Zhang and Hou, 2016). My findings suggest that the '3+1' TNE model makes curriculum integration or adaptation unnecessary. Firstly, the nature of EIE contributes to the unnecessary of curriculum adaptation. It is an industry-related subject, and there are not so many differences between countries except for the translation problems (see Section 6.2.3). Secondly, CI2's senior managers did not have to change much to CI2's curriculum. After all, about 60% of students in this TNE programme would complete four-year study in CI2 if they did not transfer to FI2. After careful course mapping, most CI2's EIE modules remained through mutual recognition of credits. That was the reason why CI2's and FI2's modules were not clearly divided and presented in the TNE curriculum (see Table 6.1). Similarly, FI2 did not need to

change at their side in this TNE model. FI2 was happy with the course mapping and recognized the credits of CI2's modules of similar contents in the first three years. FI2 could less participate in teaching activities in CI2 (see Section 6.2.3). Then through holding the academic and language entry standards for students to FI2, FI2 could still have qualified students to study in FI2 in the fourth year. More importantly, because of FI2's lower popularity in China, this model could help FI2 to expand the popularity among students and recruit students (see Section 6.2.2). Students' surveys about motivations and follow-up interviews confirmed FI2's lower popularity and less attraction to them (see Table 6.5; Section 6.5.1).

Teachers could benefit from the '3+1' TNE model because it allows them to be consistent with the regular teaching like what they usually conduct in CI2's EIE course. From a teaching perspective, there have been debates about the adaption of teaching contents (Bolton and Nie, 2010), teaching language (Dobos, 2011; Yuan, 2018; Ding, 2018) and teaching methods (Ding, 2018) in the existing literature. My findings indicate that the '3+1' TNE model makes the adaptation of teaching contents and languages unnecessary. That most students would not transfer to FI2 contributed to teachers' reluctance of changing anything here in CI2 (see Section 6.3.2). Meanwhile, due to the lack of teachers' collaboration and communication with FI2, CI2's teachers were given the flexibility to choose the textbooks and teach the module in the way they were familiar with (see Section 6.3.1). Strictly speaking, such institutional partnership in the TNE curriculum prevented MoE's intention of introducing advanced education resources from being realized. It well explained why CI2's senior managers and the local teachers similarly suggested extending the study period in FI2 for students' better learning outcomes.

Students are the biggest beneficiary in this model because it gives them more opportunities than other students in CI2's EIE course to have dual degrees,

especially when they are recruited with lower admission scores. As far as students' perspective was concerned, though students had different degrees of satisfaction with the TNE programme depending on their different needs, the flexibility of the '3+1' model was undoubtedly the biggest attraction to them (see Section 6.5.1). However, different from senior managers and teachers' suggestions of extending the study period in FI2 for students' better outcomes, students argued that one year in FI2 was enough because they only regarded FI2's degree as a springboard for better further education in some other foreign countries (see Section 6.5.1). FI2's lower popularity and lower reputation in China were important reasons for students' non-interests in extending the year in FI2 (see Section 6.5.1).

The region is another important reason for CI2's senior managers' efforts to send students out. Ding (2018) suggests a TNE programme in Shanghai should be designed to have one or more years in the foreign countries in order to meet the parents' needs and maintain the local market share. This research has a similar finding that as an HEI located in an economically developed southern region, parents' good economic affordability was an important issue that motivated CI2 to choose the '3+1' TNE model (see Section 6.2.2). It was thought more appropriate than other TNE models without the need of studying abroad.

In Case 2, good local economic conditions and parents' high economic affordability motivated the senior managers to do all TNE programmes in CI2 with certain studies in foreign awarding institutions. Participants seemed satisfied with such TNE model because it was so flexible that it could meet participants' different needs no matter at the institutional and individual level, from the perspective of CI2 and FI2. Furthermore, this kind of TNE model provided more freedom to both CI2 and FI2 to make each other's working responsibilities divided into different periods in different campuses. EIE as the subject area provided

them with convenience to be consistent with each other's regular teaching activities. All the above reasons led to the weak partnership between CI2 and FI2.

Chapter 7 Case Study Three

7.0 Introduction

This chapter presents data collected from Case Institution Three (CI3). It starts with the overview of the TNE programme to provide the context for the inter-case and later cross-case data analysis. Next, different TNE curriculum design and delivery understandings are presented from management, teaching, and student perspectives. Finally, the findings are summarized to compare with what has been identified in the literature review.

7.1 Overview of the TNE programme

CI3 is a public multi-disciplinary HEI located in China's northern region, offering bachelor's, master's and PhD degrees. The Business College running the TNE programme offers undergraduate courses like International Economics and Trade (IET) ²⁹, Economics, Business Administration, Accounting, etc.

Foreign institution three (CI3) is an Australian public HEI and a member of the Commonwealth HEI Association. Faculty of Business is one of FI3's three faculties, offering Bachelor of Business (Industry Professional Practices), Business Studies and Bachelor of Business (Honours). FI3's teaching quality has passed the evaluation of Australian official educational institutions and reached an excellent standard. In addition, FI3 has several TNE programmes with Chinese HEIs in different provinces.

²⁹ The corresponding course name of the TNE programme in CI3

Approved by the State Council in 2002 and re-evaluated by MoE in 2012, CI3 and FI3 jointly established the TNE programme on International Business (IB) in the model of '4+0', based on CI3's IET course. FI3 awards bachelor's degree in Business, and CI3 awards bachelor's degree in Economics. The tuition fees are 24200 RMB/per year, almost four times higher than CI3's regular IET students³⁰ (5200 RMB/per year).

7.1.1 Curriculum structure

The structures of the TNE curriculum and CI3's IET curriculum are presented in Table 7.1.

Table 7.1: TNE curriculum and CI3's IET curriculum

	Curriculum	Number (%)		Credits (%)		Teaching hours (%)	
		TNE	IET	TNE	IET	TNE	IET
From FI3	Profession fundamental modules	16 (31.4)	-	48 (28.7)	-	784 (25.7)	-
	Professional core modules	8 (15.6)	-	24 (14.3)	-	512 (16.8)	-
From CI3	General education modules	11 (21.6)	13 (20.6)	36.5 (21.8)	37.5 (22.2)	600 (19.7)	768 (22.7)
	Professional fundamental modules	6 (11.8)	16 (25.4)	20 (11.9)	52 (30.8)	336 (11.1)	864 (25.6)
	Professional core Modules	1 (1.9)	10 (15.9)	3 (1.8)	26.5 (15.7)	48 (1.6)	464 (13.7)
	Professional optional core modules	9 (17.7)	24 (38.1)	7/25 (4.2)	25/84.5 (14.8)	112 (3.6)	544 (16.1)
	Multi-disciplinary optional modules	-	-	6 (3.6)	10 (5.9)	96 (3.1)	160 (4.8)
	Practical and experimental modules	-	-	23 (13.7)	18 (10.6)	560 (18.4)	576 (17.1)
	Total	51 (100)	63 (100)	167.5 (100)	169 (100)	3048 (100)	3376 (100)

(Source: the TNE curriculum and CI3's IET curriculum were collected from CI3's official website)

³⁰ CI3's regular IET students refer to the students majoring in IET, who are regularly enrolled by CI3 and granted single CI3's degrees upon graduation.

Table 7.1 shows the differences between the TNE curriculum and CI3's IET curriculum from the number of modules, credits and teaching hours. Sixteen fundamental professional modules and eight professional core modules from FI3 were selected into the TNE curriculum. The number of FI3's modules and FI3's professional core modules were higher than the MoE's requirements (2006). They accounted for 47.1% and 44.4% respectively of overall 51 modules and 18 professional core modules in the TNE curriculum.

The rest of the modules were from CI3's IET curriculum. All CI3's general education modules like *the Principles of Marxism and Contemporary History of China* remained in the TNE curriculum. However, the credits were reduced from 25.5 to 17.5 and half of the teaching hours were axed. More space in this category was left for the language modules. In addition to CI3's own language modules, another two language modules identified as FI3's professional fundamental modules (7 credits and 64 teaching hours) were added to the TNE curriculum. One was to train students' oral English, and the other was to introduce English for academic studies.

Six of CI3's 16 fundamental professional modules and one of CI3's ten professional core modules were added to the TNE curriculum. Another nine CI3's professional core modules were categorized to be the professional optional modules. Students in the TNE programme need to attend three or four modules to obtain seven credits. The ratio of credits that students in the IET course have to finish was similar (25 credits out of 84.5 credits). However, they could have as many as 24 professional core modules to choose from. Multi-disciplinary optional modules further limited students' flexibility in the TNE curriculum. They need to complete six credits with 96 teaching hours, which was lower than the corresponding requirements for the students in the IET course (10 credits and 160 teaching hours).

Overall, FI3's 24 modules were directly brought into the TNE curriculum, meeting the MoE's requirements (2006). The ratio of FI3's modules further increased by reducing the number, credits and teaching hours of CI3's modules and defining the language modules as FI3's modules. Due to students' flexibility in the optional modules, the evaluation of their learning outcomes was based on the credits obtained. Qualifications and academic requirements for students to obtain CI3 and FI3's degrees are summarized below in Table 7.2.

Table 7.2 CI3's and FI3's requirements for degrees

Students' qualification	Students in the TNE programme	Students in the IET course
Degree	CI3's degree and FI3's degree	CI3's degree
Academic requirement	167.5 credits (72 credits of FI3's modules)	169 credits
Language requirement	IELTS: 5.5 or CET-6	CET-6

(Source: Retrieved from CI3's official website)

Table 7.2 shows that within 167.5 credits in the TNE programme, only when students completed 72 credits of FI3's modules (3 credits each) could they be awarded FI3's degree. In addition, students were required to reach IELTS 5.5 or CET-6³¹ before they started learning all FI3's modules in the third and fourth academic year, while CET-6 was the language requirement for graduation for the students in CI3's IET course.

7.1.2 Teaching staff

CI3's Business School arranged the teaching staff from different departments within CI3 to deliver CI3's modules and 16 FI3's professional fundamental

³¹ The College English Test (Chinese: 大学四六级英语考试 / 大学公共英语考试), better known as CET, is a national English as a foreign language test in the People's Republic of China. CET score 550-660 is roughly equivalent to IELTS 6-6.5. (Retrieved from <https://ielts.koolearn.com/20161011/805355.html>)

modules. The fly-in teachers were sent from FI3 to conduct FI3's eight professional core modules. The fly-in teachers usually completed the teaching of each module within two weeks. More information about teachers' collaboration in FI3's modules was collected from the interviews in the fieldwork.

7.1.3 Students recruited

Students of the TNE programme and the IET course were recruited in accordance with their scores in NCEE. TNE students and CI3's IET students' lowest admission scores from 2011 to 2018 are presented below in Table 7.3.

Table 7.3 Students' lowest admission scores in CI3 (2011- 2018)

Academic year	TNE programme	IET course
2011	322	350
2012	315	348
2013	302	337
2014	310	346
2015	322	318
2016	341	342
2017	331	327
2018	327	339

(Source: Retrieved from CI3's official website)

Table 7.3 shows the lowest admission scores to the TNE programme and IET course from 2011 to 2018. Before 2015, the admission scores to the TNE programme were lower than those in CI3's IET course. But after 2015, the admission score gap increasingly narrowed down. The lowest admission scores to the TNE programme even surpassed CI3's IET course in 2015 and 2017.

7.2 Management perspective

Semi-structured interviews were conducted with the senior managers of different roles in the TNE programme. CI3 manager 1 was the gatekeeper of the TNE

programme. He introduced the general information and development of the TNE programme. He was also involved in the TNE curriculum design as the academic manager. CI3 manager 2 was the coordinator of the TNE programme. He mainly talked about his experience in coordinating teaching affairs in the TNE programme. FI3 manager was the senior manager responsible for FI3's TNE programmes in China.

7.2.1 National policy implications

The year 2002, 2005 and 2008 were the important time nodes in CI3's TNE programme development. Manager 1 highlighted MoE's guidance and supervision at these critical phases:

MoE issued a series of policies and regulations on TNE. They are the codes of our conduct. We must obey them because he (MoE) will review and evaluate the TNE programme. Otherwise, we will not pass the evaluation. It is a constraint for us. But, on the other hand, it is also a direction for us to improve (Manager 1).

From 1999 to 2002, it was a single degree programme awarding FI3's degree, as Manager 2 explained:

At that time, I did not think so far. Considering the need for domestic talent training, we negotiated to establish a TNE programme. After that, with China's accession to the WTO, the degree of opening to the outside world has been deepening and accelerating. I hope to make it better. Therefore, the level of this programme has been raised, and students' recruitment has been included in the college entrance examination. However, at the very beginning, the students were not recruited by NCEE. Any students who have diplomas could apply to study Australian courses. After passing all modules of FI3's course, they could be only awarded FI3's degree without CI3's (Manager 2).

In 2002, the TNE programme was officially approved to recruit students through NCEE and award dual degrees. The '4+0' TNE model was agreed based on the

two HEIs' needs. More information about their motivations will be explored later in Section 7.2.2. With reference to TNE policies at that time, Manager 2 revealed FI3's modules' teaching heavily relied on the local teachers from 2002 to 2005:

MoE did not have such strict $4 \times \frac{1}{3}$ regulations at that time...We just wanted our teachers to teach all 24 modules (Manager 2).

Feeling the pressure of MoE's review of the TNE programme since 2004, CI3 began to invite more fly-in teachers to teach in CI3 from 2005 to 2008. However, FI3's fly-in teaching was up to their teachers' convenience. Manager 2 explained:

Manager 2: From 2005 to 2008, FI3's 24 modules remained. They have not fixed the '16 + 8' model yet. We invited foreign teachers to teach more than 10 of these 24 modules but not all of them.

Interviewer: More than ten modules? More than now?

Manager 2: It depends on our situation. We would send the invitation. They (FI3) had their own arrangements as well. We did not make issues fixed like when their teachers will come and who will come.

Fly-in teaching at irregular intervals posed great challenges for CI3 to schedule teaching plans each semester. In addition, until 2009, when CI3 participated in a pilot evaluation of TNE programmes organized by MoE, CI3 felt the pressure from the MoE's $4 \times \frac{1}{3}$ requirements (2006):

As the TNE programme of the '4+0' model, it was difficult for us to meet the requirements. We had to make some revolutions to the original model of cooperation. We understand that no matter what FI3's modules we could include, we need to meet MoE's one-third requirement (Manager 2).

CI3 finally fixed the fly-in teaching schedule with FI3 in the form of '16+8', namely, among FI3's 24 modules, eight professional FI3's core modules were delivered by FI3. CI3's local teachers taught the other 16 fundamental modules. Furthermore, with the Chinese government's increasing emphasis on introducing high-quality education resources through the TNE programme, Manager 1

conveyed CI3's President's expectation for a foreign HEI with a higher global ranking:

President (of CI3) pointed out clearly that we need to cooperate with better foreign HEIs with higher status than CI3 to improve ourselves (Manager 1).

However, CI3's School of Business was torn between the government's encouragement and PDE's *TNE application index* (2014): 'One Chinese course could only cooperate with one foreign HEI'. Manager 2 explained the dilemma:

We have been thinking to improve the situation as FI3's global ranking is a little bit lower. But we are challenging. It is unrealistic for us to abandon our partners who have cooperated for nearly 20 years (Manager 2).

7.2.2 Institutions' interpretations of the TNE programme

Given the early establishment of the TNE programme, two HEIs' motivations and selection of the TNE subject area and model were more related to institutions' needs. When one of retired CI3's President recommended FI3's course to Manager 1, Manager 1 just regarded it as an additional form of further education course:

Doing the TNE programme was a decision of Business School at the faculty level, which has not yet risen to the institutional level...To some extent, we did not think so much at that time. We tended to improve the diploma course from the point of domestic talent training (Manager 1).

In the application for MoE's TNE approval, CI3 decided on the '4+0' TNE model. Manager 1 prioritized students' economic affordability of higher tuition fees to students' outcomes:

Personally, as far as the TNE programme's outcome is supposed to be concerned, I also want the TNE model with more years in FI3, such as the '2 + 2'. After all, it is the TNE programme awarding degrees of two countries. It is

different whether you (students) go abroad or not. However, the foreign HEIs we cooperated TNE programmes with are from developed countries in the West. Therefore, the tuition fees and living expenses would be much higher. That is not what ordinary families could afford (Manager 1).

Considering the cost of running CI3's IET course, Manager 1 found the TNE programme on International Business (IB) should be beneficial to CI3 as well:

You can see that all HEIs have Business and Management-related courses. In theory, they belong to the overarching discipline of Liberal Arts. The cost of running Liberal Arts courses is lower than that of engineering (Manager 1).

Manager 1 understood that economic profits should be the biggest motivation for FI3 to do the TNE programme in China:

The existence and development of an HEI depend so much on students. China is the best developing country, which has the most significant source of students...He (FI3) has come all the way here mainly out of education competition in his country. However, he is not helping you (CI3) cultivate students (Manager 1).

On the other hand, with a twenty-year accumulation of the reputation of the TNE programme, CI3 also enjoyed the benefits of the TNE programme. Manager 1 introduced:

Our cooperation has extended from undergraduate student training to scientific research. FI3 has started to work closely with us in Agronomy and Veterinary...Our IET course was approved to recruit international students (Manager 1).

More than that, Manager 1 pointed out more qualified students were recruited to the TNE programme with CI3's increasingly higher admission requirements for students' academic and language abilities:

There are many TNE programmes within the province, most of which recruited students by reducing 20 points. That is 20 points under the provincial control line, but we have never done it before, not once. The students we recruited are

all above the provincial control line by about 12 points. We have the requirement for their total scores and the scores of the single language area, which should be above 85 points. No matter how high your total score is, we will not admit you if your language could not reach 85 points (Manager 1).

With more and more qualified students in the TNE programme, FI3 began to take advantage of CI3's TNE programme to establish FI3's reputation than the economic profits. Manager 1 explained:

We only recruit 100 students per year, while the other three HEIs could individually have more than two or three thousand students per year. Their economic income is very considerable...FI3 have seen the performance of our students. They also feel that our education quality is the best, at least among the four TNE programmes. Our students always appear in FI3's student recruitment advertisements (Manager 1).

In line with Manager 1's understanding, FI3 manager listed several FI3's motivations to do the TNE programmes in China, highlighting the attraction of CI3's reputation:

The rationale for developing TNE programmes was to establish quality partnerships in China that would result in profit-making for both participating parties and tap into what was primarily an untapped undergraduate market with a high volume of potential student candidates. It was also to build FI3's reputation in China as a quality higher education provider and build relationships with universities such as CI3 to collaborate further. Establishing a TNE programme in China also provides a pathway for students to undertake further study in Australia at FI3 for their postgraduate programmes (FI3 manager).

In response to FI3's expectation of attracting students to FI3 for further education, Manager 1 found that students were increasingly not interested in going to FI3. FI3's global ranking could hardly draw the qualified students in the TNE programme:

Students use this as a springboard to apply for the other (foreign) HEIs of higher ranking than FI3. FI3 is not at the top of the list. If students study abroad, they will apply for better HEIs in Australia, such as the University of Sydney, The

University of Melbourne and the good universities in the UK and the U.S.A.
(Manager 1).

7.2.3 Institutions' partnership in the TNE curriculum

Senior managers established the TNE programme based on the respective institution's needs and benefits. Such attitudes extended to TNE curriculum design and caused some challenges. For example, at FI3's request, 24 FI3's modules should be covered in the TNE curriculum. FI3 teacher insisted:

We are not providing a course which is for Chinese students. We are delivering an international degree. So, you cannot go and change. The student here has to have the same experience as if they were sitting in a classroom in Australia (FI3 teacher).

Facing FI3's insistence, Manager 1 had to prioritize credits of FI3's modules for graduation, compromising CI3's modules that were akin to FI3's. As a result, the linkage and cohesion of CI3 and FI3's modules have to be sacrificed. His perceptions of International Business-related issues will be further explored from a teaching perspective as he also taught one of sixteen FI3's modules (see Section 7.3.1.1). In addition, Manager 1 also had to include some Chinese modules to meet the Chinese government's strict requirements:

We also have to follow the detailed requirements of MoE and PDE regarding credits to award degrees, credits and percentage of the general optional modules, fundamental professional modules and professional core modules, even military courses, physical education modules and political and ideological modules like Marxism, Leninism and Mao Zedong Thought (Manager 1).

Manager 2 added that Chinese modules that would be helpful for students' employment in China were also included in the TNE curriculum: 'We specially add modules like Finance and Monetary Banking, etc. They are a supplement to students' basic knowledge because many students will work in banks'. However, with the limited space in the TNE curriculum, CI3 had to condense Chinese

optional modules at the risk of breaking MoE's requirements:

According to MoE, the elective modules should have reached a certain percentage of the total credits. However, the TNE curriculum could not meet the goal. There is not so much time left to add optional modules when 24 modules are fixed (Manager 2).

In terms of the delivery of foreign modules, PDE's internal document (2015) interpreted: 'at least eight professional core modules should be delivered by the foreign teachers within China. In principle, the fly-in teachers sent by the foreign HEIs should not teach in the form of condensed sessions. With the recognition of the foreign HEIs, the foreign teachers employed by Chinese HEIs could be regarded as the teachers of the foreign HEIs. They could teach fundamental modules or fundamental professional modules. The professional core modules should still be taught by the teachers sent from the foreign HEI'. However, Manager 1 pointed out that the MoE's requirements (2006) were not met if strictly speaking:

There are at least forty or fifty modules within four years. If one third is strictly required, we at least need 15 foreign teachers. It is quite difficult. Their teaching hours is not enough as well...FI3's teachers finish their condensed sessions within half a month and then go to another FI3's TNE programme. We shared the fly-in teachers (Manager 1).

When FI3 could not send any more teachers, Manager 1 had to try alternative ways: 'It depended on how you defined FI3's teaching staff. If our local Chinese teachers' academic qualifications and professional titles could be recognized and certified by FI3, they could be regarded as FI3's teachers'.

On the other side, Manager 2 pointed out the importance of FI3's understanding of the Chinese context and CI3's regular practices. Recognition of students' language proficiency was one issue that FI3 was persuaded to accept CI3's practices. FI3 previously required that students should pass IELTS at a score of

6.0. Otherwise, they could not move on to learn FI3's modules in the third and fourth academic years. Further, FI3 did not recognize students' scores of CET-4 and CET-6, which were the most common exams to test the language proficiency of non-English majors in the Chinese HEIs. Manager 2 explained CI3's worries for students' progression and finally persuaded FI3 to accept students' scores in CET-6:

IELTS test is also costly, which may further increase students' economic burden. Why could IELTS scores only prove students' language abilities? Furthermore, what if he could not pass? Of course, he could attend another IELTS test. Then what about his follow-up modules? Can he keep pace with others when he finally passes IELTS and joins in afterwards? (Manager 2).

Recognition of students' scores of FI3's 16 fundamental professional modules was another issue they negotiated. FI3 required that all students' assignments and the test paper of these modules assessed by the local teachers should be sent back to FI3 for their final decision. The local teachers were not happy with FI3's practices because their marking was always not accepted by FI3. Manager 1 explained the relevant Chinese context:

According to the Chinese education law provisions, a teacher has the decision-making power to assess students. However, FI3's assignments our teachers marked good, you (FI3) marked them bad. Those our teachers marked it a low score, but you (FI3) marked it a high score. Finally, our teachers have to obey your decision. This kind of problem often occurs. The contradiction is quite severe and quite sharp. Our teacher was, therefore, resistant to teach (Manager 1).

At the institutional level, Manager 1, on the one hand, communicated with FI3 by explaining the Chinese context, for example, Chinese teaching and learning characteristics. But, on the other hand, he tried every means to dispel FI3's worries and improve their trust in CI3's teaching quality, such as videotaping examinations:

Manager 1: They thought it was group cheating when they see our students' test paper.

Interviewer: Why do they think so?

Manager 1: They doubted because students answered the same questions as the standard answers. We then showed them the whole video of students' attending the exams, so they believed. Our students are good at recitation. We have the standard answers to the questions in the exams, while they (FI3) need innovative solutions. This is a problem with our Chinese education. Students answer the questions in the way that teachers teach. Teachers will examine students what they teach.

In addition, there were different approaches between CI3 and FI3 in how to deal with students' failure in exams. FI3 insisted on failing 5% of students in exams and asked them to restudy the modules. Manager 1 finally persuaded FI3 to adopt CI3's regular practices of doing the reassessments:

Manager 1: Retaking the modules will cost more. The tuition fees of the TNE programme is 19000, while the regular course is just 45000. We shared students' tuition fees with FI3 by half and half. In the TNE programme, parents pay more. Students study harder, and their English is also better than the other students in the regular courses. If others can graduate, but they cannot graduate, it will be unfair to them. I know it is unreasonable for us to raise such concerns to FI3. But problems cannot be solved if I do not speak it out.

Interviewer: How do the problems be solved in the end?

Manager 1: We finally gained FI3's permission of giving students one chance to resit the exams. Now the fail rate is not high. More than 90% could pass FI3's modules. Just about two or three students in a class cannot get FI3's degrees because they fail FI3's modules. However, we will try our best to help them pass our modules. In that case, students could obtain CI3's degrees at least.

To sum up, CI3 started the TNE programme with FI3 out of their respective needs. Economic profits and cost-saving were important factors driving them to decide the TNE subject area IET and the '4+0' TNE model. Guided by governments' supportive but stricter attitudes towards TNE, CI3 fixed the fly-in teaching schedule with FI3 and gradually enjoyed every benefit that the TNE programme brought at the institutional level. With the increasing number of qualified students, FI3 started to take advantage of CI3's TNE programme for establishing FI3's

popularity and reputation in China. Knowing students' better quality, FI3 also adopted CI3's regular practices in the Chinese context. However, negotiations at the institutional level did not prevent the challenges from occurring in the teaching process.

7.3 Teaching perspective

Semi-structured interviews were conducted with three local teachers and a fly-in teacher from FI3. CI3 teacher 1 and CI3 teacher 2 taught FI3's eight-core modules. CI3 teacher 3 taught FI3's 16 fundamental modules. FI3 sent their teachers to teach FI3's eight modules (one module for two weeks). Manager 1's interview also touched on some of the topics from the teaching perspective as he also taught one of FI3's 16 modules.

7.3.1 Teachers' roles in FI3's modules

Degrees of teachers' collaboration varied from categories of FI3's modules. Teacher 2 introduced how she collaborated with the fly-in teacher in one of FI3's eight-core modules: 'I do the teaching first and then stop it when the fly-in teachers come to teach for two weeks. After two weeks, I will go on teaching'. Teacher 3 introduced what she could do in one of FI3's 16 fundamental modules: 'We are responsible for the modules including the assignments and examinations. All the teaching files will be backed up and submitted for FI3's reviews every one or two years in the review meetings'. Regardless of the degree of teachers' collaboration, the local teachers and fly-in teachers still questioned the efficiency of teachers' collaboration in areas like teaching contents and students' assessments.

7.3.1.1 Collaboration in teaching contents

FI3 teacher insisted that students in CI3 should have the same teaching and learning experience as if they were in FI3 except teaching intensively:

So in the two weeks, they (fly-in teachers) must meet exactly the same number of hours as if the student in Australia was doing *Finance*. The same number of content hours, the same number of tutorials, same assessment. Therefore, it is very intensive (FI3 teacher).

However, the local teachers did not think students could have the same learning environment as the FI3 teacher described. Teacher 2 explained students' awkward situation resulting from the time that the fly-in teachers came and the way they taught:

The fly-in teachers came to teach just one week after I started the module. They finish the necessary knowledge in a hurry. Students cannot understand so much content in such a short time. The fly-in teacher finishes teaching one chapter in half a day and then a tutorial in the afternoon...Students do not have time to do some pre-reading and revision while the fly-in teachers were teaching here (Teacher 2).

She found that the students could generally understand no more than 30% of the content taught by the fly-in teachers. Furthermore, Teacher 3 summarized several practical reasons for students' fewer interests in fly-in teaching, such as less attraction of English teaching, foreign teaching methods and foreign teaching schedule:

Firstly, the attraction of English teaching is gone because students now have too many ways to learn English. Secondly, foreign teachers' teaching methods are no longer new to Chinese teachers. We have learned that. Thirdly, the period of fly-in teachers' stay here was compressed to two weeks. He (the fly-in teacher) also teaches in the form of lectures. In fact, to a large extent, this teaching method has been assimilated by us. Students feel indifferent and tired. They just wait for the local teachers to teach the module slowly and more clearly (Teacher 3).

Teacher 2 argued that in contrast to the fly-in teachers' efforts, they contributed

70% or 80% of teaching in the core modules. Moreover, because FI3 designed the final examination paper, the local teachers had to complete the rest of the teaching tasks required by FI3. Teacher 2 explained:

Students will fail the final examination for sure if they rely on fly-in teaching covering only twenty or thirty (of the examination content). For the examination, our local teachers' lectures are very important. We will refine the knowledge points and highlight them for students. Then the application of these theories would be presented utilizing some cases. So, when students attend the examination, I have finished 90% of the examination content (Teacher 2).

It did not mean that the local teachers did not have any flexibility. Sometimes, they had to localize FI3's teaching materials for different reasons. For example, Manager 1 found a contradiction between ideology and philosophical foundation in FI3's textbooks, which confused the students:

I have taught a module called *Industrial Relations*. Literally, it is about industrial relations, but actually, it talks about employment relations among the workers, capitalists and government. It is an important and useful module in the western capitalist countries. However, we do not have such a module here. Why? This textbook says that with the further adjustment of production relations, the contradiction between the workers and the management will tend to ease. However, Marx's political economy (we usually are educated here) says that the workers and capitalists are incompatible. It is a relationship in which one class overthrows another (Manager 1).

Manager 1 thought that these conflicts between two different ideologies had to be left for teachers to explain or students to understand by themselves. He further predicted: 'The subject areas like Business and Management may be more affected by national ideological control. Next step, there will be stricter control over the textbooks (from the foreign HEIs)'.

Teacher 1 argued that FI3's textbook edited in the 1990s could not reflect the changing Chinese context and the culture nowadays:

The conclusion part about the negotiation in this book describes that oriental culture emphasizes human feelings... Oral promises reach the final agreement negotiation because any written form of agreement is regarded as distrust. Western people pay more attention to norms, rules and the rule of law, so they preferred writing them down. However, with the fast-paced economic development of China and increasingly complex economic relations, Chinese people paid particularly great attention to the stuff that should be written down (Teacher 1).

Sometimes, teachers had to seek local examples. Teacher 3 found FI3's textbooks lagged behind China's fast development, especially in the field of marketing:

FI3's book just defined social media and introduced some related cases. We have started cross-border e-commerce in China. So, I will completely replace them with Chinese cases about E-commerce. We do not have the right to choose teaching materials...I must cover China's national conditions and the development status of Chinese enterprises in some fields. For one thing, students could have a sense of keeping pace with the times. For the other, their attention could be attracted by my lectures. If you are always talking about what happened in Australia a few years ago, none of them will be interested (Teacher 3).

Another reason for adding the Chinese example was related to her understanding of students' needs of working in China in the future:

We hope to cultivate students' ability to solve problems in their real living settings rather than being entangled in Australian cases. That was the reason why we paid more attention to the local cases. There are few opportunities for our students to work overseas. Even if they go to study abroad, many of them will return. Now, the return rate is very high (Teacher 3).

Though FI3 claimed to be responsible for his eight core modules, they cannot do without the local teachers' collaboration due to FI3's difficulties conducting the teaching regularly. However, FI3 still inspected the local teachers' teaching quality through the lens of the final examination. Therefore, the local teachers

had fewer flexibilities in teaching content except for updating FI3's teaching materials with some Chinese examples or localization of knowledge. Concerning students' assessments, the local teachers expected to have their voices, which will be further explored in the next Section 7.3.1.2.

7.3.1.2 Collaboration in students' assessments

The assessment of students' performances in the eight-core modules was divided into four areas, such as tutorial exercises, attendances, assignments, and examinations. The fly-in teachers were responsible for tutorial exercise worth 10% and the final examination worth 50%. The local teachers provided 10% for students' attendance and 30% for students' assignments. The local teachers strived for checking students' attendance as it was a common practice in Chinese HEIs. Teacher 1 explained:

We need to check students' attendance and have a score for that. Especially to the senior students, they would find every excuse (to be absent), such as looking for jobs or attending all kinds of exams (Teacher 1).

However, FI3 teacher 1 made his apparent opposition to such practices. In his opinion, students' involvement in class was more important than attendance. Therefore, to give 10% for students' total attendance was thought to be a kind of local teachers' sympathy:

The only area where the mark I think could be a little bit soft is that 10% that the Chinese teacher has to play with, in my opinion. You know, I might not give the attendance...Attendance in the class does not mean anything. Do not mark them at ten because they have attended every single class. What does that mean? They are sleeping in class, but they will still get ten marks. You cannot do that. So, I tell them that. So, I say to them, why don't you do that for their engagement? Why don't you run a debate on a topic? And assess their performance in the debate. Just see their understanding and comprehension of what they are learning (FI3 teacher).

The other 90% of students' assessment was in the hands of FI3. Though the local teachers were asked to assess students' assignments based on FI3's marking rubric, which accounted for 30%, FI3 still had the right to moderate the scores, and the local teachers had to accept it. FI3 teacher introduced how he supervised the local teachers' marking:

FI3 teacher: Before they mark that, they need to send us a sample, explaining why they award 20%, 30%, 50%, 100% or whatever. They will do a sample of that and send it to me and see if I agree. If I do not, I will send it back to say I think your marking is too easy, or I think your marking is too hard.

Interviewer: Will they accept it?

FI3 teacher: They have to. No choice because this programme is run by Australia.

Interviewer: Have they negotiated with you about the marking?

FI3 teacher: They have the right to negotiate, but they will normally accept what we say because we are coming in as experts. Maybe the Chinese teachers among themselves might say, 'Gee, I think FI3 teacher has been very tough, whatever, with the marking'. But that is the standard. But at any stage, we can go back in and remark that. It has never been a confrontation. It has been cooperation. It has never been a problem, really. Sometimes, I heard some Chinese teachers. When they first start, they tend to mark a little bit softer, a little bit easier. That is not what we want.

FI3's supervision on students' assessment was also applied to FI3's sixteen fundamental modules. The local teachers need to back up students' assessments for FI3's check at any time. However, FI3 did not grant the local teachers so much trust and high flexibility in the past. Teacher 2 introduced how FI3 trained them and gradually reached FI3's standard of marking:

In the past, our Chinese teachers did not know FI3's conventional methods of judging grades. In fact, they expect a normal distribution of the scores and require a certain per cent of failure rate in every single module. As a result, the Chinese teachers tended to be soft in marking, making students' scores higher. When such scores were reported, FI3 will lower all our scores by one level...So is the assessment of students' essays. He (FI3) will ask you to provide him with a sample essay we marked. He will see whether the score you (the local teacher) give is objective or in accordance with their standard. If he thinks that your score

is appropriate, he will enter it into the system. If he believes that the score of your sample essay needs to be adjusted, he will change the whole students' transcripts (Teacher 2).

As the most significant portion of students' final scores, the final examination directly decided whether they could pass the modules or not. Therefore, FI3 had the sole power for that 50%, as explained by the FI3 teacher:

The final exam is set by Australians like me. And the students do it here. All of the examination papers are bundled together with these assignments, and they will be sent to Australia, and we mark them. So it is supervised in China, but it is marked and assessed by myself and one of the other lecturers...If the students disagree with the marks like any other educational institution in the world, they can go through the process and get us to remark or re-assess it. So, it is a rigid system. FI3 has to protect his reputation (FI3 teacher).

Even though students had good scores in the examinations, Teacher 2 revealed that the local teachers would be asked to teach more chapters:

The scores of our students are still the highest just because our students' quality is higher. So, they (FI3) keep adding teaching content on us, one more chapter, and one more chapter. We feel great pressure because we complete these added contents and need to make students understood (Teacher 2).

7.3.2 Teachers' challenges in FI3's modules

The local teachers with better language abilities were selected to teach FI3's modules. FI3 employed fly-in teachers with different backgrounds to teach Chinese students in the TNE programmes in CI3. In practice, they encountered different challenges amid the delivery of FI3's modules, which directly led to their doubts of senior managers' decisions on teaching languages and fly-in teachers' qualifications.

7.3.2.1 Doubts of efficiency of English teaching

Teachers were suggested teaching FI3's 16 professional fundamental modules bilingually and required to teach FI3's eight professional core modules in English. The local teachers generally believed that they had to spare more effort and energy in FI3's modules to feed into institutional requirements for the teaching languages. Teacher 2 explained:

It does not mean that you (the local teachers) can teach the lectures well if you are good at English. You may know how to read (English), but you do not know how to explain the problem. It is difficult and tiring. Usually, we must keep learning English by practising speaking and listening. Furthermore, the level of students is improving year by year. They can get high marks on the IELTS test. So, you should improve yourself (Teacher 2).

In addition, teachers' more efforts in teaching in English was not fully acknowledged in CI3's internal teachers' evaluation system. Teacher 3 added:

More English would increase my workload. We are under great pressure. Especially now, according to our internal teaches' evaluation system, you (the local teachers) have to write all kinds of research papers and receive an evaluation, which occupied most of the time (Teacher 3).

Teacher 2 found that English teaching was unfavourable, especially when the knowledge was brand new to students:

Teaching only in English is difficult for students to learn really. Students often ask me questions after class. I find that their questions are just about the key issues. It means that they did not understand at all. They did not understand the essence of knowledge, or they misunderstood it. When I find such problems in their exercises, I will explain them again (Teacher 2).

Manager 1 further illustrated that even the fly-in teachers could not make the situation better, let alone their short period of stay in CI3:

When the fly-in teachers come to teach in English directly, the Chinese students do not even know a basic concept. In half a month, they finish the module. Teaching in English would not make students understand more than Chinese. Students felt quite confused about some concepts they teach in English. You know what? You cannot say they did not understand because it seems that they seemed to hear about it. They may not understand it thoroughly. Their deficiency was well reflected in the graduation thesis written in Chinese (Manager 1).

7.3.2.2 Fly-in teachers' qualifications

FI3 teacher understood that FI3 employed him to teach FI3's four TNE programmes in China. Apart from his personal interest, the strong business background was one of his advantages:

My understanding is that they want people with business experience. The degree we are offering is a degree in a bachelor study. And they want people who have got real business experience, not academic expertise, to be put forward to the students...Not all teachers or lecturers have got that ability. So that is why I think FI3 is a little bit smart in pulling in people like me that have both academic, strong academic background but also have very strong business background (FI3 teacher).

His working experience in a cross-cultural environment was another advantage. It might be a big challenge to some other FI3's teachers if they did not know Chinese students' characteristics. FI3 teacher made an example of how he taught based on his understanding of Chinese students:

If I ask you a question, you know, like, you know, is exchange rate analysis important? The student might say 'maybe', why? Because they do not want to say it is not important. And they do not want to say it is important. It is Chinese culture because you do not want to be wrong. You do not want to lose face. These are the things that people do not understand when they come and teach...One of the things I do is to make students speak in class. Sometimes, it is difficult because they will be embarrassed about their language. They will be embarrassed about they do not pronounce the word correctly. So I tried to say something in Chinese, which is totally ridiculous and they all laugh. And I

say, 'do I feel embarrassed about it?' No. So I try to break down a lot of cultural barriers (FI3 teacher).

He further pointed out the importance of standard English, while some other FI3's teachers may not be aware of it when they taught Chinese students in China:

Many of our teachers use the local Australian language, not the English language. A lot of people say do you come from England because I am very clear about my pronunciation, as you can hear. If you would sit in some of the classes from some of the Australian teachers, students will be struggling because of their accent, because of their language...And it is not just the accent, but also it is also what we call the local lingo...Lingo stands for language. A lot of people might use some of the colloquialisms. Colloquialism is the little expressions that are unique to a culture. Australians use a lot of slang. They will use them in lectures, which could be a challenge (FI3 teacher).

When he was asked about the efficiency of the condensed sessions, he thought it depended on students' quality:

Maybe you do not understand all the concepts straight away, but at least you are learning and listening to someone speaking clear English. That is important for your development because a lot of students want to go and study abroad. They need to get a score of at least 6.5 to get entrance to the university overseas. For them to be able to do that, I encourage them to listen, try to talk, discuss, pronounce words (FI3 teacher).

Without the pressure of completing all teaching contents, the FI3 teacher tried to do something different from the local teachers by having an interactive class:

Chinese culture is that you never question the professor in front of you. That is the culture within China. That is not my culture. I do the reverse. So, if you would sit in my class, you would see I do different things, very different. My lessons are totally interactive...And if the students had not asked me questions, I would get bored. So, it is totally interactive (FI3 teacher).

Teacher 1 expressed her difficulties introducing FI3's teaching methods in her class: 'Because of the teaching hours. Our teaching hours are not enough. If so,

you do not have much time to teach the basic stuff'. Therefore, Teacher 3 asked for teachers' training concerning how to teach and learn FI3's modules rather than the specific module contents:

We had a fly-in teacher who demonstrated our teacher a lesson. He used a case involving many minor problems. Then he used one problem as a guide to lead in each chapter. Students were encouraged to participate in each chapter. By question and answer, he solved every small problem before a final big problem. It is a good demonstration class, really...The fly-in teachers should teach us this kind of thinking-frame instead of knowledge. The Chinese teachers could teach the knowledge. Excellent students can even understand it clearly by themselves (Teacher 1).

7.3.3 Teachers' understanding of students' outcomes

The local teachers similarly found the positive influence of the TNE curriculum on the improvement of students' language abilities. For example, teacher 2 thought reading more English textbooks and learning materials in FI3's modules helped a lot:

In terms of language abilities, they are just next to the English majors. They work hard and spend a lot of time (on FI3's modules). All the modules they usually contact are English... Their reading and speaking abilities are higher than the regular IET students. Especially for those children who want to study abroad, their English level is very high, including their pronunciation and vocabulary (Teacher 2).

Teacher 3 added that students' oral English was greatly improved because they were provided more opportunities to practice English in FI3's modules: 'Every week, teachers from different modules will ask them to make group presentations. They are already very skilled and have an outstanding performance'.

From the perspective of the local teachers, students' outcomes referred to students' abilities improved and how students finally benefited from the TNE

programme. Though local teachers did not think students' academic outcomes in the TNE programme were as high as the regular IET students, Teacher 1 revealed an interesting phenomenon of how they took advantage of FI3's modules in master's degree course application:

As far as I know, when they apply (a postgraduate course overseas), they will not use scores of FI3's scores to apply because the scores that FI3 gave was relatively low for the sake of a normal distribution. However, combined with the students' performance in class, their scores given by our Chinese teachers would be a little bit higher. Then, they will apply for overseas HEIs with scores in CI3's modules. However, in his recommendation letter or his self-introduction, he will include FI3's modules he has taken. Now it is the application period, and he will ask the fly-in teachers to write a reference for him (Teacher 1).

Overall, FI3 tried to control the teaching quality by sending the fly-in teachers and supervising students' assignments and examinations. The local teachers had to follow FI3's rules to deliver FI3's modules and mark students' assessments. However, taking the Chinese context and students' needs into consideration, they adapted FI3's module contents and teaching languages to a certain degree. Working in a cross-cultural environment, the foreign teachers need to have some more qualifications than they taught in FI3, such as teaching in standard English and sense of cultural and contextual differences. Whether students agreed with the teachers' perceptions will be further explored in the next Section about the student perspective.

7.4 Student perspective (survey findings)

Students' survey data were collected from 113 students who answered the questionnaire. It was designed to explore the factors affecting students' choice of the TNE programme and students' satisfaction with the TNE curriculum design and delivery. The demographic information of CI3's survey respondents is presented below in Table 7.4.

Table 7.4 Demographic information of CI3's survey respondents (n=113)

Demographic information		Number of respondents	Per cent (%)
Gender	Male	30	26.5
	Female	83	73.5
Level	3 rd year	72	63.7
	4 th year	41	36.3
Geographic location	Southern region	74	65.5
	Northern region	39	34.5
	Total	113	100

Table 7.4 shows the number and the percentage of survey respondents of different genders in different levels and geographic locations. Of 113 survey respondents, the subject area of IET attracted more female students (73.5%) than male students (26.5%). In addition, 63.7 % of the respondents were studying in the third year when they began to study FI3's core modules. On the other hand, in the third year of study, the other respondents nearly finished all module learning (36.3%). Furthermore, most students were from the southern region (65.5%), against only 34.5% for the students from the northern region.

7.4.1 Students' motivations for choosing the TNE programme

In the survey, students were invited to rank the nine factors affecting their selection of CI3's TNE programme from the most important to the least important. Frequencies of students' responses are presented below in Table 7.5.

Table 7.5 Students' selection of CI3's TNE programme(n=113)

Factors	Ranking 1 (%)	Ranking 2 (%)	Ranking 3 (%)	Ranking 4 (%)	Ranking 5 (%)	Mean	Factors
Employability in China	29(25.7)	11(9.7)	12(10.6)	10(8.8)	6(5.3)	4.71	1 st
Subject area of IET	24(21.5)	11(9.7)	16(14.2)	7(6.2)	24(21.2)	4.67	2 nd
'4+0' TNE model	5(4.4)	32(28.3)	7(6.2)	13(11.5)	23(20.4)	4.45	3 rd
Reputation of CI3	11(9.7)	17(15)	17(15)	19(16.8)	3(2.7)	4.38	4 th
Further study in China	9(8.0)	11(9.7)	19(16.8)	15(13.3)	22(19.5)	4.28	5 th
Reputation of FI3	18(15.9)	11(9.7)	14(12.4)	5(4.4)	16(14.2)	4.17	6 th
Further study overseas	5(4.4)	10(8.8)	9(8.0)	15(13.3)	7(6.2)	3.38	7 th
Employability overseas	2(1.8)	5(4.4)	16(14.2)	16(14.2)	7(6.2)	3.19	8 th
Parents' preference	10(8.8)	5(4.4)	3(2.7)	13(11.5)	5(4.4)	2.53	9 th

Table 7.5 shows that among the nine factors, employability in the Chinese job market, the subject area of IET and the '4+0' TNE model were the first three important factors affecting respondents' choice of the TNE programme. They were followed by the factors concerning the reputation of CI3, further study in China. The reputation of FI3, further study and employability overseas and parents' preference were the factors that the respondents less considered. The results indicate that the respondents were highly motivated by the factors concerning students' studying and working in China. More detailed explanations of students' choice of the TNE programme will be further explored in follow-up students' qualitative interviews in Section 7.5.1.

7.4.2 Students' satisfaction with the TNE curriculum

Students' satisfaction with the TNE curriculum was asked around their employability, further education and language proficiency. Students' responses are shown in Table 7.6.

Table 7.6: Students' satisfaction with CI3's TNE curriculum(n=113)

	Very satisfied (%)	Fairly satisfied (%)	Neither satisfied nor dissatisfied (%)	Fairly dissatisfied (%)	Very dissatisfied (%)
Skills for the employability in China	33.6	38.1	25.7	0.9	0.9
Skills for the employability overseas	31.9	43.4	21.2	0.9	0.9
Knowledge for further study in China	33.6	31.0	23.0	10.6	1.8
Knowledge for further study overseas	34.5	49.6	13.3	2.7	0
Language proficiency	41.7	42.5	14.2	0.9	0.9

Table 7.6 shows students' responses clustered in the first three categories of 'very satisfied', 'fairly satisfied' and 'neither satisfied nor dissatisfied' with the TNE curriculum. A small number of students were 'fairly dissatisfied and very dissatisfied'. In detail, students were quite satisfied with the improvement of language proficiency: 41.7% were very satisfied, and 42.5% were fairly satisfied, with another 14.2% neither satisfied nor dissatisfied. The second highest degree of satisfaction with combined categories of 'very satisfied' and 'fairly satisfied' was expressed for knowledge for further study overseas (84.1%). It was followed by satisfaction with the skills for employability overseas (75.3%). In sharp contrast with the results with respect to the other three aspects of the TNE curriculum satisfaction asked, the satisfaction with the skills of their employability in China and knowledge for further study in China was much lower. The combined categories of 'very satisfied' and 'fairly satisfied' fell to about 71.7% and 64.6%. 'Neither satisfied nor dissatisfied' with skills of the employability in China came to 25.7%. The highest degree of 'fairly dissatisfied' was also expressed for knowledge for further study in China (10.6%) when students' dissatisfaction for the other four categories were as low as less than 3%. More detailed explanations of high satisfaction level of language proficiency, further study and employability

overseas, and lower employability in China and further study in China will be found in Section 7.5.3.

7.4.3 Students' satisfaction with the teachers

Students' satisfaction with the local teachers and the fly-in teachers was also asked in the survey. The results are presented in Table 7.7.

Table 7.7: Students' satisfaction with the teachers (n=113)

Teachers	Very satisfied (%)		Fairly satisfied (%)		Neither satisfied nor dissatisfied (%)		Fairly dissatisfied (%)		Very dissatisfied (%)	
	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign	Local	Foreign
Knowledge of CI3's modules	36.3	-	43.4	-	17.7	-	0.9	-	1.8	-
Knowledge of FI3's modules	31.9	52.2	44.2	37.2	17.7	9.7	6.2	0.9	0	0
Be aware of contextual differences	35.4	43.4	40.7	45.1	21.2	9.7	2.7	1.8	0.9	0
Pay attention to interaction in class	41.6	49.6	41.6	38.9	14.2	8	0.9	0.9	1.8	2.7
Marking standard	39.8	47.7	38.1	35.4	19.5	8	1.8	8	0.9	0.9

The first aspect of Table 7.7 asked was students' general satisfaction with the local teachers' knowledge of CI3's modules. The 'very satisfied' or 'fairly satisfied' percentage appeared very high in this respect (79.3%). With respect to students' satisfaction with teachers' knowledge of FI3's modules, the level of satisfaction was higher in the foreign teachers' understanding of FI3's modules (89.2%) than the local teachers' (76.1%). The overall satisfaction with teachers' awareness of the contextual differences, interaction in class and marking standards was similar

between the local teachers (between 76.1% and 83.2%) and the fly-in teachers (between 71.2% and 88.5%). However, the percentage of ‘neither satisfied nor dissatisfied’ with Chinese teachers (from 19.5% to 21.2%) was again very pronounced in these categories than the fly-in teachers (from 8% to 9.7%). Thus, a high and similar percentage of students’ overall satisfaction indicates the local teachers’ and fly-in teachers’ similar teaching activities. Students did not express an apparent preference for any side. More detailed explanations of the satisfaction with teachers’ performance will be further explored later in Section 7.5.2.

7.4.4 Students’ perceptions of the teaching languages

Students’ preference for teaching languages in CI3 is presented in Table 7.8.

Table 7.8: Students’ preference for the teaching languages in CI3 (n=113)

Teaching language preferred	Number of students	Percent
English	44	38.9
Chinese	15	13.3
Teaching in Chinese but slides in English	7	6.2
Teaching in English with Chinese translation	47	41.6
Total	113	100

Table 7.8 shows that 80.5% of the respondents preferred English teaching with Chinese translation (41.6%) or English teaching (38.9%). In contrast, as low as 13.3% of students like Chinese teaching. Even fewer students chose to teach in Chinese with English teaching materials like slides (6.2%). Reasons that could explain such an attitude will be further explored in students’ follow-up interviews in Section 7.5.2.

7.5 Student perspective (follow-up interview findings)

The follow-up interviews were conducted with two volunteer students in order to gather in-depth students' experiences of the TNE curriculum. CI3 student 1 was in the third year, and CI3 student 2 was in the fourth year of the TNE programme.

7.5.1 Attraction of CI3's degree

Two students in my interviews had several similar considerations when they chose the TNE programme. After comparing the TNE programmes of the same level, CI3's reputation was the biggest attraction. Student 1 said:

I select the HEI aiming at getting a good job. FI3 cannot help me to get a job in China. Instead, I could find a job easier with CI3's reputation. So, I do not care what kind of HEI FI3 is (Student 1).

The '4+0' TNE model was another attraction. Student 1 explained: 'At that time, my English level was not good. It suits me because I do not need to go abroad. Anyway, my original intention of coming here was to obtain CI3's degree'. Similarly, Student 2 explained the economic consideration: 'Going to FI3 is more like experiencing foreign life than studying. I do not know how much I need to extra pay. Perhaps tens of thousands of China Yuan. I do not think it is worthwhile'.

FI3's global ranking further decreased students' interest in studying in FI3 within the TNE programme or further education. Student 2 said: 'FI3's reputation is quite low. I have asked the agency and was told FI3's degree is useless if I want to apply for a postgraduate course in the UK. The scores they (FI3) gave were so low that I cannot use them in the application. So now I just want to apply for a postgraduate course in the UK with a higher score in CI3's modules'. In line with the survey findings of students' prioritizing studying and working in China (see Table 7.5), Student 1 borrowed the others' words to express students' motivations for choosing the TNE programme:

There is a well-known saying in the TNE programme that we spend more money to buy CI3's degree. We did not pay attention to FI3 mainly because of the lower popularity (Student 1).

7.5.2 Different expectations for teachers' qualifications

Unlike the FI3 teacher's insistence on providing the same learning experience for students in CI3, students prioritized their understanding of the contents. Therefore, student 1 needs the fly-in teachers with better teaching abilities, which could make students understand the module:

I know some of them (fly-in teachers) had the experience of working in big companies like PricewaterhouseCoopers. I just look at their classroom teaching. Most of the teachers do not show good teaching ability. They have no way to explain the content clearly. We cannot understand it (Student 1).

In addition, student 2 expected the fly-in teachers to have proper knowledge of the Chinese context:

The fly-in teacher of *Human Resource Management* said that there was no strike in China. There was a strike in China. In fact, he did not understand China's national conditions, but he insisted on teaching like that. We could not understand what he was talking about. He also talked about something like labour unions, which had several functions and then disadvantages. At that time, I could not understand why there were disadvantages. There were some terms, such as trade union. I still do not know what his trade union means, whether it refers to a business union or a labour union. Because his textbook itself is in a mess, and I do not know which one he is talking about. We cannot understand. Moreover, the role of labour unions in China is different from that in foreign countries. The fly-in teacher himself did not get it sorted out. In fact, as Chinese students, we do not know so much about the labour union in China as well. I have to memorize it by rote and then forget it (Student 2).

From the premise of understanding and mastery of knowledge, Student 1 suggested which teaching language to use depending on the local teachers' abilities:

Regarding the Chinese teachers, CI3 has some strange regulations. CI3 requires that all Chinese teachers should teach in English, which is very strange. Because the Chinese teacher's English is not very good, it is also difficult for me to understand them. They could not use or speak English as fluently as the fly-in teachers. They just pop out one word by one word. I cannot hear coherent sentences. It is useless, I think. Why cannot you teach me the knowledge in Chinese? We are all Chinese, I have had this question. So far, I have not met a Chinese teacher who can teach in English. They do not have such capabilities. If they have the ability to teach in authentic English, it is, of course, good. But if they do not have this ability, why do they have to use English? From a student's perspective, I hope that I can have a good education and understand the contents that the teachers teach. I feel that Chinese teachers use foreign textbooks to teach, but they cannot speak English that people can understand.

Student 2 seemed to enjoy local teachers' bilingual teaching. Teaching in English was helpful for their further study overseas. In addition, a little translation of key concepts and specialized terms was necessary for students who would take part in the postgraduate entrance examination in Chinese. More importantly, Student 2 was confident about the local teachers' mastery of bilingual teaching: 'I think Chinese teachers have the powerful ability. They can feel our confusion. They will explain to us in Chinese and make examples whenever we do not understand'.

7.5.3 Influence of the TNE curriculum

Half of FI3's core modules were arranged to teach in the fourth year when students were busy preparing for all kinds of examinations and applications. Student 1 found students' enthusiasm in learning FI3's modules were affected by such fly-in teaching schedule:

If the fly-in teachers could come to teach in the first or second academic year, the effect may be better. At this point, everyone is thinking about their own way out. Those who want to take the postgraduate entrance examination do not want to go to class at all. If they are going to go abroad for postgraduate study, they may be busy making the application. They did not want to attend FI3's modules as well (Student 1).

For senior managers' emphasis on the fly-in teaching (see Section 7.2.1) and teachers' efforts in teaching and marking collaboration (see Section 7.3.1), students did not think highly of it. Student 1 regarded it as repetitive teaching:

There are two teachers with a different teaching plan for the same module, and we are taught twice. I can understand the content taught by the fly-in teachers. I do not need you (the local teacher) to teach me for the second time. Or the Chinese teacher teaches all the content. The foreign teachers do not need to come at all. I do not understand why really (Student 1).

Furthermore, students found their knowledge learnt from FI3's modules could not meet the requirements for Chinese postgraduate examinations. Student 1 explained: 'Because we learn the foreign textbooks, the teachers will not explore the in-depth knowledge. Consequently, our understanding is very superficial'. Student 2 added: 'Questions in the postgraduate entrance examination should be answered in Chinese. However, we may not know corresponding Chinese because we usually express them in English. Maybe we have read this in English books, but when it comes to Chinese expression, I do not know'. However, students found their English abilities were greatly improved. Student 1 explained:

When we were freshmen, we had *College English* with other CI3's students. We only had one more specialized language module called *Professional English*. It teaches us how to write an essay and how to make a presentation. In addition, there is also a so-called IELTS module, which is just like *College English*, with no difference. Our language abilities should be trained by our teaching materials, examinations (in FI3's modules). We have to use English. Our language abilities are improved anyway (Student 1).

Student 2 concluded that the TNE programme finally trained them to be more advantageous for students to take further study overseas:

We were trained to be in line with international standards, such as using APA format when we write essays in English. It is not applicable in China. Moreover, reading many English textbooks increases our vocabulary. It is helpful for us to

take the IELTS test (Student 2).

Student 1 also considered changing her mind: 'After learning these modules, my horizon has been broadened. As a result, my mind has been changing. Now, I want to go abroad and choose another subject area to study in Australia or Britain'.

Overall, survey findings suggest that CI3's reputation was the fourth factor affecting students' choice of the TNE programme next to the first three employability factors in the Chinese job market, the subject area of IB and the '4+0' TNE model. FI3's reputation was among the last three factors. The follow-up interviews further explained that compared with FI3's global ranking and popularity in China, CI3's degree is more helpful for students to work in China upon graduation. Survey findings show students were more satisfied with the language proficiency, further study and employability overseas trained in the TNE curriculum. In line with the survey findings, the later interviews further explained that students' language abilities were improved by more language modules and more use of English in FI3's modules. Regarding the survey finding of students' similar satisfaction with the local and the fly-in teachers' teaching activities, students in the interviews reveal improper fly-in teaching schedule and inefficient teachers' collaboration hardly raised students' interests in the sessions conducted by the fly-in teachers. The survey findings show students' preference for English teaching. Next in line was teaching in English with Chinese translation. Students in the interviews added that the local teachers did not have to teach in English if they cannot. Or bilingual teaching is more practical for the local teachers because they knew more about how to teach Chinese students.

7.6 Summary

As discussed in Chapter 4, in order to deal with problems emerging from TNE, MoE issued *Opinions on Several issues in Current TNE* in 2006, highlighting

TNE's non-profit nature, standard management, quality control, financial management and emphasizing introduction of high-quality educational resources. More importantly, MoE (2006) raised 4* 1/3 requirements (2006) to strictly regulate the ratio of the number of modules and professional core modules that should be introduced and delivered by the foreign awarding institutions. Existing literature identifies HEIs' several challenges in meeting MoE's requirements, such as being short of qualified foreign teachers (Liu, 2018), the anxiety of attracting the required number of foreign teachers (Yuan, 2018; Lin, 2005). In addition, HEIs' strategies to deal with these challenges are also discussed, such as employing foreign teachers without teaching qualifications (Liu, 2018) and sending fly-in teachers to conduct condensed sessions with reduced teaching hours (Chen, 2017). In Case 3, CI3 has similar challenges of having the required number of fly-in teachers from FI3 as identified in the literature. Feeling the pressure of MoE's quality review of the TNE programmes at the degree level since 2004, CI3 decided to stop the previous flexible fly-in teaching schedule and negotiated with FI3 to fix FI3' modules and the fly-in teaching schedule in the TNE curriculum. FI3 finally agreed to be responsible for eight professional core modules conducted in the form of condensed sessions (see Section 7.2.1). The local teachers were either authorized to teach 16 fundamental modules from FI3 or collaborated with the fly-in teachers to teach eight core modules (see Section 7.2.1).

During the negotiation of TNE curriculum delivery between CI3 and FI3, there were shifts of power relationship as in the example of granting Chinese teachers' decision-making power on students' assignments in 16 FI3's modules, adopting CI3's regular practice of reassessments (see Section 7.2.3), recognizing students' scores in CET-4 and CET-6 (see Section 7.2.3), adding modules helpful for students' employment in China (see Section 7.2.3), updating teaching contents to show the understanding of the changing Chinese context (see Section 7.3.1.1)

and adding 10% of students attendance into marking criteria in eight FI3's modules (see Section 7.3.1.2). For teaching languages in the TNE curriculum, teachers argued for bilingual or Chinese teaching in 16 modules responsible by the local teachers. The above CI3's practices were associated with the '4+0' TNE model, which indicated that CI3's senior managers and teachers regarded the TNE programme to train students' employability in China upon graduation. A survey about students' motivations for choosing the TNE programme confirms CI3's senior managers' perceptions (see Section 7.4.1). From this sense, teachers and students in CI3 questioned FI3 teachers' teaching approaches and condensed classroom lectures (see Section 7.3.2.2). Their experiences suggested that although FI3 with related academic backgrounds employed those foreign teachers, they may not achieve a satisfactory teaching and learning outcome due to a lack of understanding of Chinese students and the cross-cultural context of TNE.

FI3 was negotiable in following CI3's suggestions and accepting CI3's regular practices for some other reasons. Previous literature from the global and Chinese perspective generally regards foreign countries and awarding institutions were motivated by generating extra revenue and considerable economic profits to do TNE programmes in China (Keller, 2011, Alam et al., 2013; British Council, 2008; Gu, 2008; Huang, 2007). However, my findings indicate FI3's motivation is an exception. Compared with CI3's high national and provincial reputation, FI3 did not have high popularity and recognition in China, such as students' applications for the postgraduate courses in the UK or courses in other high ranking Chinese universities (see Section 7.3.3). CI3's teachers and students' questioning of FI3 teachers (e.g. in qualification and cross-cultural understanding issues) were also related to their perceptions of the ranking and reputation of FI3 (see Section 7.3.2.2; Section 7.5.2). That was why both teachers and students in CI3 considered a degree from CI3 more important for students' applications for further

study. Different from FI3's other TNE programmes in China aimed at economic profits, FI3 invested in CI3's TNE programme to establish FI3's reputation in China because of CI3's reputation and high-quality students. For the quality of FI3's modules, FI3 agreed to send fly-in teachers regularly to CI3 for eight modules and collaborate with the local teachers in teaching and marking (see Section 7.3.1.2) and training the local teachers to be qualified to teach 16 modules (see Section 7.3.2.2).

With FI3's in-depth collaboration with CI3 in TNE curriculum and delivery, students' international dimension has been widened, as seen in students' satisfaction with the TNE curriculum, which indicated their improvements of language proficiency and knowledge for further study overseas (see Table 7.6). Students' preference for teaching in English or mainly in English with the support of Chinese (see Table 7.8) reflected their changing interests in further study abroad. The traditional push-pull theory has been criticized for neglecting students' personalities, interests and perceptions in conceptualizing students' mobility (Li and Bray, 2007; Zheng, 2003). The research in Case 3 adds the influence of TNE institutions and curriculum on students' mobility into a push-pull analytical framework.

In Case 3, CI3 had a quick response to MoE's stricter requirements about a number of foreign modules and fly-in teaching hours. Designing the TNE programme to train students' employability in China and achieve higher popularity, recognition and reputation in China, CI3 enjoyed a robust relationship with FI3. Being aware of CI3's higher rankings and high quality of CI3's students, FI3 followed MoE's requirements and accepted CI3's suggestions and practices in order to expand FI3's reputation instead of generating economic profits. FI3 invested in the TNE programme by sending fly-in teachers, using FI3's teaching

materials, training Chinese teachers and demonstrating the lectures to have more in-depth collaboration with CI3. All the above practices based on a stronger TNE partnership widened students' international dimension and encouraged the mobility of students to study abroad.

Chapter 8 Cross-case synthesis

Chapter 2 identifies debates, disagreements and gaps in TNE literature, which are summarised to focus on issues around types of TNE, locations of TNE programmes, qualification levels, disciplines, TNE models and foreign awarding institutions. These five areas are set as sampling criteria in the methodology chapter. Data collected from the three case studies demonstrate empirical evidence of the significance of these five areas in studying TNE curriculum design and delivery. This chapter will explore the implications of these five areas through cross-case analysis. The commonalities and differences between the perspectives of senior managers, teachers, and students from the three case studies will be compared and discussed with reference to the TNE literature reviewed. The cross-case synthesis conceptualizes the empirical findings in this research, which will lead to the discussion of the contributions of this study in the next chapter.

8.1 Commonalities among three case studies

In the three cases, TNE policies and regulations are found to have a similar impact on the motivations of the Chinese receiving institutions. The existing literature suggests that the foreign awarding countries/ institutions are generally motivated for economic generation (Keller, 2011; Labi and McMurtrie, 2010; Alam et al., 2013), whereas the Chinese government and the receiving institutions are increasingly motivated for the introduction of quality education resources (Lane, 2010, 2011; Wilkins and Huisman, 2012). However, my research findings indicate that economic profits are still the important imperatives for the Chinese receiving institutions at the degree and diploma levels because of the high tuition fees and lower costs of running the TNE programmes. Yang (2019) points out that there are vague and contradictory statements about the nature of TNE in Chinese TNE

policies. My research extends to find that the Chinese government's ambiguous attitude towards balancing public interests and economic profits is fully taken advantage of by the three institutions to pursue more economic profits. For example, in response to PDE's regulation (2014) that 'students recruited by the TNE programmes should pass the provincial controlling recruitment line'³², the admission scores of the TNE programmes were similarly lower than the corresponding courses in the three case institutions. In line with teachers' argument about the close relationship between students' admission scores and their learning abilities, students in three cases similarly confessed that the TNE programme enabled them to study in the courses they were not supposed to be admitted due to their lower scores in NCEE. In addition to lowering admission scores for recruiting more students, TNE programmes' higher tuition fees further motivated the Chinese institutions. Taking advantage of MoE's (2006) vague description about tuition fees of the TNE programmes: 'the charging standards should also fully consider the actual level of local economic and social development and the affordability of the educated', the three institutions similarly charged students in the TNE programme at least twice as much as that of the corresponding regular courses.

Previous research identified the close relationship between the Chinese government's TNE policy guidance and the orientation of TNE development (Tang and Nollent, 2007, Liu, 2011; Liu and Zhang, 2018; Meng, 2018; Zhou et al., 2020). As identified in Chapter 4, there have been increasingly clear

³² Provincial controlling recruitment line was the lowest standard score set up the provincial recruitment departments to guide the enrollment of new students to colleges and universities. It was evaluated and decided based on the general level of students' scores in National College Entrance Examination that year and national enrollment plan. Only those students who reached or pass over that line, they could be reviewed and selected by the colleges and universities. Retrieved from <https://baike.baidu.com/item/%E7%9C%81%E6%8E%A7%E7%BA%BF/3513291>

regulations on TNE subject area and TNE model to be encouraged or not in TNE policies, such as PDE's index for HEI's applying TNE programmes (2014). The research findings confirm the impact of TNE policies and regulations on the three Chinese receiving institutions' selection of TNE subject areas, TNE model. In order to make the TNE programmes successfully approved by MoE or PDE first, three case institutions all had to follow governments' requirements and guidance by selecting the subject area and TNE model in line with TNE policies all the time. In terms of selection of the foreign awarding institutions, as identified by Liu (2018), without clear description and a standard system to define and evaluate 'high-quality foreign education resources', selection of foreign HEIs is subject to the world ranking of the foreign awarding institutions and practitioners' interpretations. My study suggests that though senior managers expect to seek equivalent or higher levels of foreign awarding institutions to cooperate with TNE, the social network still plays an important role in Chinese institutions' selection of the foreign awarding institutions. It is obvious in the two institutions located in the province's northern region because they lacked information channels of the foreign awarding institutions. That was why teachers and students in the three case institutions similarly argued that the reputation of the foreign awarding institutions hardly attracted students out.

The impact of TNE policies and regulations extends to TNE curriculum design and delivery. In order to deal with MoE's $4 \times \frac{1}{3}$ requirements for the ratio of the foreign modules (MoE, 2006), three case institutions similarly prioritized adding the foreign modules into the TNE curriculum at the cost of reducing or cancelling credits and teaching hours of some Chinese modules. Furthermore, feeling the same challenges of attracting the required number of the fly-in teachers, the three case institutions similarly had to prioritize the quantity of the foreign teachers rather than focusing on whether the foreign teachers were qualified. Without a clear description of high-quality foreign teaching staff and no distinction between

foreign language teachers and professional fly-in teachers in TNE policies, regulations further provided the three case institutions with a grey area for the hidden practices. For example, Case Institution One (CI1) and Case Institution Two (CI2) had to employ the foreign teachers themselves when the foreign awarding institutions cannot promise to send fly-in teachers regularly. Foreign Institutions Three (FI3) agreed to send the required number of the fly-in teachers to Case Institution Three (CI3), but CI3 did not control the quality of the fly-in teachers. The fly-in teaching hours could only be met through condensed sessions (see Section 7.2.3).

In the Chinese context, having the authority to approve the establishment of the TNE programmes and discontinue the existing TNE programmes, Chinese central and provincial governments have been regulating the development of the TNE programmes in China. Therefore, the three case institutions had similar opportunities and challenges resulting from the development of TNE policies and regulations. However, they had different interpretations of the TNE programmes and practices in TNE curriculum design and delivery resulting from implications of the five areas identified in the three case studies.

8.2 Implications of different geographical locations

Different geographical locations of the Chinese receiving institutions are found to influence the institutional design of TNE greatly. In this study, senior managers in the three case institutions located in two different regions of the province had different interpretations of TNE programmes' significance and understanding of students' motivations. In view of CI1 and CI3' locations in the less developed regions of the province, senior managers in these two institutions considered more about the recruitment of students. Parents' economic background was the key issue closely related to students' interests in selecting the TNE programme.

CI1 and CI3 similarly selected the TNE model, e.g. '3+0' and '4+0' TNE models, indicating lower parents' financial affordability (see Section 5.2.2; Section 7.2.2). Instead of prioritizing students' international mobility and exchanges, they designed TNE locally without promoting students studying abroad. On the contrary, CI2 did not have much pressure to recruit TNE students in this economically developed region. Considering parents' higher economic affordability, CI2 established several TNE programmes to provide students with more foreign study destinations. CI2 was also more proactive in sending TNE students abroad. Senior managers in CI2 did not think one year in FI2 was a great financial burden to them, even though the tuition fees of the TNE programme were already higher than other courses in CI2. They similarly suggested extending the period of students' studying abroad in CI2 for students' better outcomes and future study and career development (see Section 6.2.2).

Institutions' cost of running the TNE programme was another important issue when senior managers in CI1 and CI3 considered the TNE subject area. CI1's senior managers expected to take advantage of the reputation of CI1's own Early Child Education (ECE) course to recruit more students (see Section 5.2.2). Meanwhile, the TNE programme could be cost-saving as the CI1's own ECE course was so strong that it could provide the TNE programme with full-time teaching staff and teaching resources (see Section 5.1.2). CI3's senior managers directly expressed the International Economics and Trade (IET) was beneficial to CI3 because it was cost-saving (see Section 7.2.2). Unlike CI1 and CI3, CI2 was not worried about the institutional cost of running the TNE programmes, as CI2's Electronic Information Engineering (EIE) itself had higher requirements for the running cost. Instead, CI2 aimed at sending students out, and the EIE course would make the credit transfer easier (see Section 6.2.2).

8.3 Implications of different qualification levels

As discussed in Chapter 4, national TNE policies and regulations leave space for flexibility for the provincial education departments. For example, TNE programmes at the diploma level could be established if PDE approved them (Liu, 2011). This study extends to find the impact of centralized and decentralized TNE policies on senior managers' decision of what TNE partner to work with. In Case 1, due to lack of sufficient information channel, both CI1 and FI1 had difficulties identifying an appropriate partner institution at the diploma level, which provided an opportunity for an education agent (see Section 5.2.3). PDE's easier and quicker approval procedure and lack of quality control over the TNE programmes at the diploma level further created grey space for the involvement of the education agent. With the help of the education agent in application paperwork, CI1 and FI1 focused on making the TNE programme approved to be established first. Other issues were left for negotiation after the TNE programme was approved (see Section 5.2.3). Without a thorough understanding of each other's courses before establishing the TNE programme, many problems emerged during the implementation of the TNE programme, such as disagreements about the TNE curriculum at the institutional level (see Section 5.2.4), teachers' challenges in teaching FI1's modules (see Section 5.3.1). Lack of national and provincial quality control over the TNE programmes at the diploma level further intensified participants' flexibilities, as in the example of none of the fly-in teachers sent from FI1 (see Section 5.2.3) and local teachers' hidden practices in teaching and students' assessment (see Section 5.3.2). Because of these hidden practices on both sides and the lack of direct communication between CI1 and FI1, both TNE partners still had to rely on the education agent to communicate with each other (see Section 5.2.3). Different from the involvement of the education agent in CI1's TNE programme, CI2 and CI3 cooperated with FI2 and FI3 directly as the TNE programmes at the degree level had to be approved by MoE, which was stricter than provincial approval of the TNE programme at the diploma level. For MoE's approval, CI2 intended to seek the new TNE partners in line with national

strategy (see Section 6.2.1). With reference to MoE's requirements for the number of foreign institutions cooperating with the Chinese institutions in one course, CI3 felt a dilemma to start a new TNE programme on Business. However, CI3 expected to cooperate with a foreign institution with a higher reputation than FI3 (see Section 7.2.1).

There have been debates about equivalent or adapted TNE curriculum in the existing research, together with the challenges of designing the TNE curriculum (see Section 2.1.4.2 and Section 2.2.2.3). For the quality of TNE (Waterval et al., 2016), students' opportunities to learn international concepts (Pyvis and Chapman 2004; Zimitat, 2008; Zhang and Zhang, 2016), equivalent foreign modules should be directly introduced into the TNE curriculum. On the contrary, for the goal of building the nation (McBurnie, 2000), fear of the risk of cultural colonialism (Wang, 2008), compatibility in the local context (Hu, 2009; Ding, 2015; Chen and Shao, 2017) and students' needs (Yang, 2014), the foreign modules should be adapted into the local context. However, how the contextual differences can be accommodated and tailored and to what extent the administrative power impacts the TNE curriculum design remain gaps in the existing literature. My research fills the gaps by suggesting that different qualification levels impact more on senior managers' decisions on the TNE curriculum design. When the TNE curriculum was designed in the TNE programme at the diploma level, at FI1's request, CI1's senior managers added sufficient FI1's modules into the TNE curriculum without considering the contextual differences (see Section 5.2.4). That was the reason why there were more FI1's modules in CI1's TNE curriculum than MoE's $4\frac{1}{3}$ requirements (see Table 5.1). In addition, incompatibility of FI1's modules in the Chinese context had not been found until the local teachers taught these modules (see Section 5.3.1.1). However, senior managers in CI2 and CI3 prioritized MoE's $4\frac{1}{3}$ requirements about the ratio of foreign modules when they designed the TNE curriculum because MoE strictly guided TNE

programmes at the degree level. They also had to receive MoE's annual quality review. Though FI2 and FI3 did not have specific requirements for their modules as FI1 insisted, CI2 still tried to cover FI2's modules and contents by course mapping (see Section 6.3.1). CI3 requested to make FI3's modules fixed in the TNE curriculum to deal with MoE's evaluation (see Section 7.2.3). In addition, different TNE models are found to have implications on the TNE curriculum, which will be further explored in the next Section 8.5.

Previous literature has many discussions about students' motivations and needs of the TNE programmes, such as obtaining international exposure (Chapman and Pyvis, 2013), receiving a high quality of international education (ibid), earning access to high-quality domestic HEIs (Fang and Wang, 2014), etc. However, less attention is paid to students in different TNE programmes at different academic levels. This research fills the gap to find that students who choose to study in the TNE programme at the diploma level aim at working in China upon graduation, as suggested in the survey about students' motivations (see Section 5.4.1). When FI1 and the education agent provided students with a flexible schedule and argued that it should be the significance of the TNE programme (see Section 5.2.2), they neglected students' needs of studying in the TNE programme at the diploma level. That was the reason why CI1's senior managers, local teachers insisted on adding Chinese ECE contents into FI1's modules because they understood students' needs (see Section 5.2.4; Section 5.3.2). Different from students' focus on their employment in the local job market in CI1, students in CI2 and CI3's TNE programmes at the degree level had more possibilities of further study and working in China or overseas. Survey findings of students' motivations in CI2 suggested students' interests in such flexibilities (see Section 6.4.1). Influenced by the TNE curriculum, in addition to initial motivations for studying and working in China (see Table 7.5), students in CI3 had increasing interests in studying and working overseas (see Section 7.5.3).

8.4 Implications of different disciplines

Previous research has disagreements about teachers' roles in the adaptation of assessment criteria (see Section 2.1.4.3), along with teachers' responsibilities (Briguglio, 2000; MaBurnie and Ziguras, 2007), teachers' challenges to adjusting to the western teaching methods (Evans and Treganza, 2002) and their lack of sense of belongings when their adaptations are not accepted (Dobos, 2011; Shams and Huisman, 2012). However, how teachers' different roles affect TNE curriculum delivery remains a gap in the literature. My research fills the gap by suggesting that different disciplines impact teachers' roles in TNE curriculum delivery in terms of selecting teaching contents, teaching methods, and teaching languages. Different from Shams and Huisman's findings (2012) that teachers in the receiving institutions were in inferior positions, my research findings suggest that CI1's and CI2's local teachers had decisive roles in teaching the foreign modules. For example, understanding that students needed ECE contents that in alignment with the Chinese context, without asking for FI1's permission, the local teachers in CI1 added Chinese ECE contents and ECE skills to FI1's modules (see Section 5.3.1.1), making FI1's modules increasingly similar to the Chinese modules they regularly taught (see Section 5.3.2). Even so, the local teachers thought students' mastery of Chinese ECE knowledge and skills and language proficiency were far from satisfactory, as an example in teachers' comments about students' unsatisfactory outcomes (see Section 5.3.4). However, from the students' perspective, teachers' hidden practices affected students' learning outcomes, as in the examples of the influence of teachers' flexibilities, such as students' regrets for not learning FI1's modules seriously (see Section 5.5.2). CI2's local teachers also had decisive voices to teach CI2's TNE modules with FI2's credits and FI2's modules. For example, they could select the teaching materials by themselves (see Section 6.3.2). They had less communication with FI2 in teaching contents because of the common characteristics of EIE (see

Section 6.3.2) and the TNE model, which will be further explored in the next section of the implication of different TNE models in Section 8.5. However, for CI3's local teachers who taught FI3's fundamental modules on their own or collaborated with FI3's fly-in teachers in FI3's core modules, they did not have as high flexibility as teachers in CI1 and CI2. For one reason, the nature of the IET course suggested that CI3's teachers did not need to make as many adaptations to FI3's modules as CI1' teachers. At the same time, unlike CI2's local teachers' keeping CI2's modules the same, they still made some necessary adaptations, such as adding some Chinese-related examples and not teaching the knowledge that was irrelevant and contradictory in the Chinese context (see Section 7.3.1.1).

Previous research has debates on whether to teach the foreign modules in English, bilingual or Chinese. There have been quality worries from global perspectives (QAA, 2013; Dobos, 2011; Teekens 2003; Pyvis 2008) and the challenges of teaching in English or bilingual from the Chinese perspective, such as the local teachers' language deficiency (Yuan, 2018) and students' inability of understanding the foreign language teaching (Ding, 2018). In line with these previous findings, this research also identifies the local teachers' challenges of teaching in English, as examples in CI1's teachers' difficulties in reading the academic books in English (see Section 5.3.1.2), CI2's teachers decided to choose the textbooks in Chinese (see Section 6.3.2), CI3's students pointed out difficulties of understanding lectures in English taught by the local teachers (see Section 7.5.2). My research also extends to find that different disciplines have implications on teachers' opinions about teaching languages. Though senior managers in three case institutions similarly selected teachers with better language abilities and suggested teaching the foreign modules in English or bilingual, the local teachers in CI1 and CI2 similarly preferred teaching in Chinese and argued that students' understanding of the professional knowledge was the most important (see Section 5.3.2; Section 6.3.2). The foreign teacher also

argued for the importance of knowing Chinese in teaching Chinese students in China to understand students' needs and learning habits better (see Section 5.3.3; Section 6.3.3). Though CI3' teachers had to teach in English due to the cooperative model, they found the deficiency of teaching in English in students' understandings of lectures (see Section 7.3.2.1).

Students' opinions about the teaching languages were associated with their motivations for choosing the TNE programmes. Students in the three case institutions prioritized the subject area when they selected the TNE programmes, as suggested in the survey about students' motivations in the three case studies (see Table 5.4.1; Table 6.4.1; Table 7.4.1). For them, professional understanding knowledge seemed more important than teaching in English. That was why about 40% of students in CI1 preferred teachers' teaching in Chinese (see Table 5.4.4), 41.6% of students in CI3 chose to teach in English with Chinese support, typically when teachers had to teach in English (see Table 7.4.4). Furthermore, students' opinions about teaching languages were similarly associated with teachers' language abilities to teach professional knowledge. They again argued that the necessity of English or bilingual teaching depends on whether the local teachers were capable enough to make them understand the teaching contents (see Section 5.5.2; Section 6.5.3; Section 7.5.2).

8.5 Implications of different TNE models

In addition to the implications of different qualification levels on TNE curriculum design, which has been discussed before in Section 8.3, different TNE models are found to intensify senior managers' hidden practices in TNE curriculum design. CI1's '3+0' TNE model and CI3's '4+0' TNE model indicated that the TNE curriculum should meet both institutions' requirements of awarding a dual diploma or degree. As demonstrated in curriculum structure in CI1 (see Section

5.1.1) and CI3 (see Section 7.1.1), CI1 and CI3 similarly reduced Chinese professional modules and general optional modules by decreasing the teaching hours or credits. Though the general education modules required by the Chinese government remained in the TNE curriculum, the corresponding teaching hours were reduced. Under such circumstances, TNE students' mastery of Chinese modules was not as satisfactory as those in CI1 and CI3's corresponding regular courses. For example, CI1's teachers doubted the identity of students in the TNE programme, and parents questioned what their children learned in the TNE programme (see Section 5.3.4). CI3's students found they were trained apt to studying in foreign countries (see Section 7.5.3). However, in CI2's '3+1' TNE model, CI2 had to design the TNE curriculum based on mutual credits recognition for meeting students' different needs involving in the flexible TNE model. As shown in Section 6.1.1, most of CI2's professional core modules remained in the TNE curriculum by careful course mapping. Moreover, by refining CI2's professional fundamental modules as FI2's core modules and adding language modules, the ratio of FI2's modules further increased. In this regard, when teachers delivered such TNE curriculum, they did not experience contradictory or incompatible issues as those in CI1 (see Section 6.3.2). Students did not feel their mastery of EIE-related knowledge was much affected as the students in the other two TNE programmes, particularly those in CI1, as reflected from their high satisfaction with the TNE curriculum (see Table 6.6). That was why students regarded it as the springboard, which enabled them to study and work in China or overseas (see Section 6.5.1).

Previous research discusses the challenges of teachers' collaboration (e.g. Leask 2004; Keevers et al., 2014) and highlights the importance of teachers' training and peer-to-peer mentoring (e.g. Lim, 2010; Shams and Huisman, 2012; L. Smith, 2009, Dobos, 2011). However, less attention is paid to whether there should be true collaboration in TNE teaching and delivery between the TNE

partners, teachers from both partners. This research fills in the gaps by suggesting the impact of different TNE models on different levels and depth of teachers' collaboration. In CI1, the local teachers did not think teachers' collaboration and teaching staff training necessary and meaningful as long as students would not go to FI1 (see Section 5.3.2). Furthermore, as revealed by students' comments on the influence of teachers' flexibilities (see Section 5.5.2), the local teachers' hidden practices helped students obtain FI1's modules as long as FI1 did not control the teaching quality in CI1. It further reduced local teachers' interests in teachers' collaboration. In CI2, due to multiple students' needs and development direction resulting from a flexible TNE model, local teachers had been given enough flexibility to teach the modules the same as they usually did in CI2's own EIE course. In this regard, they did not bother to collaborate with teachers from FI2 (see Section 6.3.2). Interestingly, CI3 adopted a similar TNE model as CI1 that did not require students to go abroad. However, due to FI3's participation in the teaching activities and students' assessments, local teachers in CI3, therefore, highlighted the importance of teaching staff training and in-depth teachers' collaboration for the sake of qualified teaching (see Section 7.3.1.1; Section 7.3.1.2). More explanation could be found in the implication of the foreign awarding institutions in the next Section 8.6.

8.6 Implications of different foreign awarding institutions

My interviews with senior managers and teachers from both TNE partners evidence the typical difficulties of foreign awarding institutions sending fly-in teachers (e.g. Coleman, 2003; Stella, 2006), such as teachers' difficulties (Liu, 2018). My research extends to find that despite personal difficulties, foreign awarding institutions had different attitudes and practices in supporting the fly-in teaching to the Chinese receiving institutions, which has a close relationship with their motivations of doing TNE. With the involvement of the education agent, FI1

refused to send any fly-in teachers to CI1 to cut costs (see Section 5.2.3). Though FI2 had more interest in attracting students out, they did not participate in teaching activities in CI2 (see Table 6.2). Instead, FI2 controlled the standard of students' transfer through mutual recognition of credits. FI3, on the contrary, was negotiable and easier to accept CI3's suggestions of sending fly-in teachers to conduct the intensive teaching, training the local teachers, and collaborating with the local teachers. The main reason was not that their teachers were willing to do fly-in teaching but because FI3 wanted to use CI3's TNE programme to establish FI3's reputation in China, which would benefit students' recruitments in FI3's other three TNE programmes in China (see Section 7.2.2).

Ding (2018) finds that the absence of the Western teaching style in the TNE programmes in China results from intensive flying-in teaching. Chen and Fang (2018) point out that students are not satisfied with the loose teaching contents resulting from the intensive fly-in teaching. My study extends to find that more factors affect the fly-in teaching outcomes, such as senior managers' negotiation of how the fly-in teaching is conducted. FI1 refused to send any fly-in teachers, which directly led to students' missing experience of fly-in teaching (see Section 5.2.3). CI1 employed some foreign teachers to teach FI1's modules. They still had challenges to achieve satisfactory teaching outcomes, even the American teacher with a qualification in education background, let alone those foreign teachers employed to teach English languages (see Section 5.3.1.2). In CI2, students did not value the fly-in teaching modules, which were not credit-bearing (see Section 6.3.3). Though the fly-in teacher from FI3 insisted on giving students the same teaching experience as he did in FI3, students were also not satisfied with the teaching outcomes because of the short teaching hours, selective teaching contents, and similar teaching methods as the local teachers (see Section 7.5.2). This finding echoes the existing literature that fly-in teachers are not as effective as those in foreign awarding institutions to promote students'

comprehension of teaching contents (Feast and Bretag, 2005; Bambacas et al., 2008; Zhuang and Tang, 2012; Seah and Edwards, 2006).

Different cultures (Charlesworth, 2008) and students' different learning habits (Pimpa, 2009; Barron and Arcodia, 2002; Eldridge and Cranston, 2009) further prevented the foreign teachers from achieving the same teaching outcomes as in the foreign awarding institutions. My research suggests that students' experiences are different in studying with different foreign teachers based on their employment relationship with TNE institutions. For the foreign teachers with the subject-related disciplinary background employed by CI1 and CI2, they conducted the same regular teaching as the local teachers. Therefore, they had more opportunities to understand Chinese culture and the subject-related context, know the characteristics of the Chinese students, and teach them in the Chinese-speaking environment. They were more flexible than the fly-in teachers from the awarding institutions in adapting the teaching contents and teaching methods to the students' needs (see Section 5.3.3; Section 6.3.3). In addition, because of their long time working in China, they had more opportunities to know Chinese teachers and acknowledged Chinese teachers' advantages in teaching and understanding Chinese students (see Section 5.3.3; Section 6.3.3). Unlike foreign teachers teaching Chinese students in China, the fly-in teacher employed by FI3 believed they should provide students with the same learning experience as students in FI3 (see Section 7.3.2.2). However, he was not aware that teaching TNE in the Chinese context is inevitably different from teaching in their home institution.

Foreign awarding institutions' ranking has implications on TNE student mobility. The prevalent view from the global perspective is that students choose TNE for obtaining international exposure (Chapman and Pyvis, 2013), an international outlook (British Council and DAAD, 2014), and an opportunity to receive the high

quality of international education (Chapman and Pyvis, 2013). However, this research challenges such claims by revealing that Chinese TNE students' interests in studying in the foreign awarding institutions are very much related to the reputation and ranking of the foreign awarding institutions and their motivations for selecting the TNE models and subject areas. Students in the three TNE programmes were pragmatic because they considered whether it would be worth further study in the foreign awarding institutions that looked not good enough. Especially for those students in CI2 and CI3, they evaluated their outcomes in the TNE programmes with whether the degrees of FI2 and FI3 could help them apply for better postgraduate courses in other foreign institutions (see Section 6.5.1; Section 7.5.1).

8.7 Summary

TNE policies, TNE programmes of different geographical locations, different qualification levels, different disciplines, different TNE models, and different foreign awarding institutions are found to have implications on the commonalities and differences between senior managers and teachers' perspectives and students concerning TNE partnership and curriculum design and delivery. In terms of the impact of TNE policies and regulations, senior Chinese managers similarly took advantage of the opportunities brought by TNE policies and regulations to make economic profits, as TNE programmes allowed lower admission scores and charged higher tuition fees. At the same time, the vague statements in TNE policies helped TNE case institutions deal with their challenges in implementing TNE policies and regulations.

The focused analysis of the five areas enables conceptualization of participants' different understandings of disagreements, debates and gaps identified in the literature review. The implication of different geographical locations is explained

to conceptualize why Chinese institutions had different motivations for doing the TNE programme and interpretations of the significance of the TNE programme. The impact of different qualification levels further explains how Chinese institutions selected TNE partners and how to design TNE curriculum and TNE models. Implications of different disciplines illustrate teachers' different roles in TNE curriculum delivery and why participants at different levels had different opinions about teaching languages. The conceptualisation of the significant impact of TNE models addresses issues of different practices in TNE curriculum design, different understandings of students' outcomes and different expectations for teachers' collaboration between the awarding and receiving institutions. Finally, the analysis of different types of foreign awarding institutions explains institutional different attitudes and practices supporting or compromising the fly-in teaching and English-teaching in the Chinese receiving institutions.

Instead of describing TNE motivations and TNE student experiences as in the existing literature, my case studies offer in-depth analysis of the implications of geographical locations, qualification levels, TNE models, disciplines, and foreign awarding institutions to conceptualise TNE participants' experiences. In addition to the original empirical findings identified in the above five areas, this study's more detailed theoretical and methodological contributions will be discussed in the conclusion chapter.

Chapter 9 Conclusions

This chapter summarizes the main findings from the research and outlines the main contributions to the knowledge. Next, it identifies the limitations of this research and proposes recommendations for future TNE research. Lastly, it provides concluding thoughts in relation to TNE in China.

9.1 Summary of findings

This mixed-method multiple case study research adds to the very limited literature concerning TNE experience at the national, institutional and individual level in the Chinese context, presenting a comprehensive picture of the Chinese experience of TNE curriculum design and delivery. The main findings are organised to address the research questions as follows:

Research Question 1: How is the TNE curriculum development influenced by Chinese policies and regulations?

In order to address RQ1, I critically reviewed the development of TNE policies and regulations in China. Five distinct phases have been outlined, from early exploration (prior to 1998), wide development (from 1995 and 2004), critical review (from 2005 to 2009), selective expansion (2010-2015), to the current phase of comprehensive development (2016-present). My empirical findings from the three case studies strongly demonstrate the influence of TNE policies and regulations on TNE programme and curriculum design.

Because the TNE programmes in the three case institutions were all established after 1998, discussions of the influence of TNE policies and regulations started from the second phase of wide development. At this phase, for the rapid and wide

development of TNE, TNE was acknowledged as a complement to Chinese education in the first fundamental TNE policy (*Interim Provision*, 1995). The Chinese central and provincial authorities had low requirements for establishing TNE programmes and the application paperwork (see Section 4.2). Under such circumstances, when Foreign Institution Three (FI3) came to Case Institution Three (CI3) for a TNE programme awarding FI3's single degree in Business, they reached an agreement. They had the TNE programme approved and established quickly (see Section 7.2.1). With the release of two important TNE policies in 2003 and 2004 (*Regulation 2003* and *Implementation of Regulation 2004*), the State began to tighten the control of TNE programmes. CI3 changed the degree level of the TNE programme to award dual degrees from both FI3 and CI3, therefore meeting the requirements of the central regulations.

In the third phase of critical review starting from 2005, with awareness of problems resulting from the previous wide expansion, MoE released several policies and regulations for further standardizing TNE development, such as MoE's 4*1/3 requirements for the introduction of foreign education resources (MoE, 2006) and initiated the pilot evaluation for TNE programmes at the degree level in five provinces in 2009. CI3 was one of them. In order to pass MoE's evaluation, CI3 persuaded FI3 to fix 24 FI3's modules in the TNE curriculum and send the required number of the fly-in teachers to teach these modules (see Section 7.2.1).

During the fourth phase of selective expansion, MoE continued highlighting the introduction of high-quality education in serials of national policies and TNE regulations, such as *Plan for 2010-2020* and *Notice 2012* (see Section 4.4). To achieve that, MoE had more explicit guidance on the TNE subject areas supported or discouraged in *Opinion 2013*. Case Institution One's (CI1) and CI3's TNE programmes were approved in 2011 when they selected ECE and EIE in

the list of supported subject areas. In response to MoE's increasing attention on the Chinese receiving institutions' dominant role, such as *Notice 2014*, PDE had more detailed practical guidance on TNE models, encouraging more teaching and study period in China. That was the reason why Case Institution Two's (CI2) other TNE programmes established before 2010 were in the '2+2' TNE model, whereas CI2's EIE TNE programme approved in 2011 had to be implemented with '3+1' TNE model, though CI2 expressed more interests in the '2+2' model (see Section 6.2.1).

CI1's TNE programme at the diploma level was quickly approved as it only needed PDE's approval. However, PDE's easy approval procedure and lack of national quality control over the TNE programmes at the diploma level created grey areas for the involvement of an education agent. Problems emerged later that should have been well negotiated before the TNE programme application, such as arrangements of fly-in teachers (see Section 5.2.3). At this phase, CI1 took advantage of TNE policies and regulations, while CI2 had to follow them in the design of TNE programmes.

In the current phase of comprehensive improvement, TNE policies and regulations have guided TNE development orientation. There have been changing attitudes towards TNE subject areas catering for changing national and local needs. There have been stricter requirements for the qualifications and world rankings of the foreign awarding institutions in *Opinion 2015*. There has been increasing preference for completing the whole teaching period in China as put forward in *Several Opinions about Opening-up Education in the New Era 2016*. The three case institutions subsequently had different challenges in establishing new TNE programmes. For example, having more difficulties finding the appropriate foreign awarding institutions, CI1 still had to rely on the education agent as he had more resources (see Section 5.2.3). Though CI2 transferred the

focus to the countries in the 'the Belt and Road' list, it was not easy for CI2 to negotiate the '4+0' TNE model with foreign institutions in the new TNE programme negotiation (see Section 6.2.1). CI3 felt more challenged to start new TNE programmes with better foreign institutions because Business has no longer been encouraged to develop at the national and provincial policy level since *Notice 2013* (see Section 7.2.1). In this regard, this research not only confirms TNE policies guidance, influence and control over the development of TNE at the macro level but also extends further the empirical evidence of such policy intervening and regulating in the design and delivery of TNE curriculum at the institutional level in terms of different qualification levels, subject areas and TNE models.

Research Question 2: How is the TNE curriculum designed and delivered in different types of HE institutions in China?

In order to address RQ2, I examined institutional partnerships in TNE programme design and TNE curriculum design and delivery in CI1 at the diploma level, CI2 and CI3 both at the degree level. Regarding negotiation of TNE programme design, on the surface, FI1 took the initiative to cooperate with CI1 in doing ECE, expecting to attract students to FI1 by the favourable immigration policy in FI1's country (see Section 5.2.2). ECE was in the list of subject areas supported by the Chinese government to serve the national and local needs in the Chinese context. Considering CI1's strong ECE academic background and the popularity of CI1's ECE graduates in the local labour market, CI1 did not worry about student recruitments and their employment upon graduation. Under such context, CI1 was firm in adopting the '3+0' TNE model, while FI1 had to compromise to obtain the approval of the TNE programme, even though FI1 and the education agent insisted that the TNE model should be flexible (see Section 5.2.2). On the other hand, the TNE programmes in CI2 and CI3 were at the degree level, and they

could not do as they preferred but to follow MoE's requirements from the application to the evaluation. Their negotiations of TNE programme design are found to be based on MoE's guidance and regulations.

The negotiations of TNE curriculum design and delivery also witness a shifting power in TNE partnerships. In CI1, sufficient FI1's modules were introduced in the TNE curriculum, and FI1's textbooks were used at FI1's request. However, considering the local ECE context and graduation requirements for students to work in China as ECE teachers, CI1 did not think FI1's modules were as important and welcoming as CI1's ECE modules. CI1 granted the local teachers' decision-making power in delivering FI1's modules as to what to teach, how much to teach and how to teach (see Section 5.2.4). When FI1 refused to send any fly-in teachers, CI1 did not insist on fly-in teaching (see Section 5.2.4). Instead of communicating with FI1 directly, CI1 always relied on the education agent to transfer information between CI1 and FI1, creating space for hidden practices. It was an indirect partnership between CI1 and FI1 in which the two TNE partners were content, though FI1 and the education agent felt they lost quality control over CI1's TNE programme (see Section 5.3.2).

Things were different with CI2 and CI3's TNE programmes at the degree level. In CI2, the general characteristics of the EIE and '3+1' TNE model led to a weak partnership in TNE curriculum design between CI2 and FI2. The local teachers had flexibility in deciding teaching textbooks, teaching contents, teaching languages and teaching methods (see Section 6.3.2). However, FI2 did not compromise the standard of transferring to FI2. On the contrary, FI2 controlled the quality of the TNE programme and the quality of students by keeping the standard of entry into FI2. Compared with the flexibility of CI1 and CI2, CI3 had to cooperate with FI3 to control the quality of TNE curriculum and delivery in the subject area of International Business. In addition, given its lower popularity in

China, FI3 also invested in CI3 teachers' training to make the TNE programme continuously developed in the context that International Business was not a government-supported TNE subject area. Both CI3 and FI3 wanted to have a strong partnership to support each other. Therefore, the administrative power is found to be shifted between the two TNE partners in the TNE programme design and TNE curriculum delivery.

Research Question 3: What are the roles of teaching staff in the TNE curriculum design and delivery in China?

In order to address RQ3, I examined teachers' perceptions of their own roles and their counterparts' roles in the TNE curriculum design and delivery. My study suggests that teachers' different opinions about the TNE curriculum are related to their different roles and experiences in the TNE programme.

From the perspective of the local teachers in three case institutions, they similarly found their limited roles in the TNE curriculum design, which led to their doubts, confusion, and teaching challenges. For example, in CI1, a local teacher doubted the teaching objectives of FI1's modules, especially they were not compatible with the local context (see Section 5.3.1.2). In CI2, the local teachers also struggled in teaching when knowledge cohesion and progressive articulation of FI2's modules were neglected in the TNE curriculum (see Section 6.3.2). In CI3, with less flexibility in teaching FI3's modules than the local teachers in the other two cases, CI3's local teachers still added some Chinese examples in FI3's modules because they found FI3's textbooks could not reflect or looked contradictory with the changing Chinese context and current Chinese culture (see Section 7.3.1.1). When talking about teaching Chinese students, the local teachers in the three cases similarly argued for their advantages of teaching Chinese students in the most appropriate way because they understood students'

needs and learning habits. In CI1 and CI2, the local teachers all taught in Chinese for students' better understandings of the teaching contents. Though CI3's local teachers were required to teach bilingually or in English in different types of FI3's modules, they still challenged teaching professional knowledge in English, especially when the knowledge was new to students (see Section 7.3.1.1). Further, the local teachers found their language abilities were somewhat an obstacle in teaching in English in CI1 and CI2 (see Section 5.3.1.2; Section 6.3.2, Section 7.3.2.1). Both advantages of better understanding the Chinese context and Chinese students and disadvantages in English language abilities prevented local teachers from playing a proactive role in TNE curriculum design and delivery.

From the perspective of the fly-in or foreign teachers in three case institutions, they similarly found they had advantages of teaching Chinese students. For example, the American teacher in CI1 benefited a lot from her related ECE education background. The American teacher in CI2 was confident in his Chinese language ability, and the fly-in teacher in CI3 was proud of his business background. Apart from their individual academic and language expertise, the cross-cultural working experience enabled them to understand Chinese students better. Employed by CI1 and CI2, two American teachers could have the same teaching schedule as the local teachers. The American teacher in CI1 found that the longer she worked in China, the better she understood the Chinese students (see Section 5.3.3). Therefore, the American teacher employed by CI1 tailored knowledge from FI1 to the local needs based on her understanding of students' needs. For example, she allowed students to use Chinese in class (see Section 5.3.3). Similarly, being aware of students' language difficulties, the American teacher in CI2 permitted students to use Chinese so that he could check whether they understood his lectures or not (see Section 6.3.3). Though the fly-in teacher in CI3 could only conduct the condensed sessions, he was confident about his rich experiences teaching the international students. Meanwhile, they argued that

their strength was sometimes other foreign or fly-in teachers' limitations, such as the American teacher in CI1 found that a foreign language teacher could not teach the ECE module well (see Section 5.3.1.2). The American teacher in CI2 argued that some other foreign teachers might lack teaching qualifications or experience to teach Chinese students in China (see Section 6.3.3). The fly-in teacher in CI3 found that some other fly-in teachers may not be aware of using standard English to teach the International students (see Section 7.3.2.2). Though three foreign teachers felt capable of teaching TNE students, they still had different challenges. For example, the American teacher in CI2 had difficulty translating specialized terms even though he was proficient in Chinese and English (see Section 6.2.3). The fly-in teacher in CI3 admitted that the efficiency of his condensed modules would depend on students' learning abilities (see Section 7.3.2.1).

My findings clearly show teachers' different perceptions of teachers' roles in teaching, learning and assessments, and their understanding of the definitions and concepts of teaching, learning and assessments in TNE curriculum delivery. One of the biggest disagreements was typically reflected in the students' assessments. The American teachers in CI1 and CI2 found Chinese teachers always showed sympathy to the students' assessments and sometimes softened the marking criteria (see Section 5.3.4, Section 6.3.2). Similarly, the fly-in teacher in CI3 regarded 10% for students' attendance in the assessments as a kind of teachers' sympathy, aiming at helping students pass the modules. However, the local teachers argued that it was the usual practice in the Chinese institutions. Furthermore, they had to check the attendance because students were busy preparing for national exams and hunting for jobs when the fly-in teachers came to teach. In terms of the teaching methods, the fly-in teacher insisted on teaching CI3's students the same way as the students in FI3 to give them the same learning experience (see Section 7.3.1.1). However, the local teachers did not

think highly of the efficiency of the fly-in teaching in such a short period (see Section 7.3.2.1). Their experiences teaching TNE programmes in China demonstrate the significance of understanding Chinese students and the Chinese context of TNE curriculum design and delivery.

Research Question 4. What are Chinese TNE students' perspectives on the TNE curriculum design and delivery?

In order to address RQ4, I explored students' perceptions of the TNE programme and TNE curriculum design and delivery from students' own perspectives.

Regarding students' perceptions of the TNE programme, it is found that students comment on the significance of the TNE programme pragmatically from the perspective of whether their expectations have been met rather than the learning outcomes understood by senior managers and teachers. For example, in Case 1, teachers felt that students neither mastered CI1's ECE knowledge nor FI1's ECE knowledge. Thus, they would be not so competitive as students in CI1's regular ECE course. However, according to students, having CI1's ECE diploma or additional FI1's diploma as a bonus was more important, enabling them to have jobs easily in the private kindergartens. Similarly, teachers in CI2 did not think students in the TNE programme were as good as those in CI2's regular EIE course. They suggested students' going to FI1 earlier for better learning outcomes if possible (see Section 6.3.4). However, from students' perspective, the flexibility of the TNE model provided them with a springboard to obtain CI2's degree already. One year in FI2 was enough as they thought more about the use of FI2's degree than learning outcomes in FI2 (see Section 6.5.1). Similarly, CI3's TNE programme students were less interested in FI3 and would like to apply for postgraduate courses in better foreign institutions. Students perspectives

revealed the influence of popularity, reputation and world rankings of the foreign awarding institutions over TNE students' international mobility.

Regarding students' perceptions of the TNE curriculum, when the TNE curriculum was designed to meet the graduation requirements for awarding dual diplomas at the institutional level, students found that their substantial learning outcomes have been affected by the TNE curriculum. With the initial intention of working in China, students in CI1 were more satisfied with improving their employability in China and English proficiency (see Section 5.4.2). However, they found some important and necessary Chinese modules were absent from the TNE curriculum, such as ECE skills, which directly resulted in students' failure in the Chinese ECE examinations for the qualifications of working in the public kindergartens (see Section 5.5.1). In other words, they would be less competitive than the students in CI1's regular ECE course to be teachers in the public kindergartens. In Case 2, aiming to push students out to study in FI2, students were arranged to attend simplified modules (see Section 6.3.1), more foreign modules, and complete the condensed modules in the first three years. That was why students were satisfied with the improvements in their language proficiency (see Section 6.4.2). However, students found that their practical abilities were affected, and they lost many opportunities to participate in competitions, which were important for EIE majors (see Section 6.5.2). In Case 3, with the fly-in and collaborative teaching participation, students were satisfied with improvements in their language proficiency (see Section 7.4.2). They found they were trained not to be competitive in Chinese postgraduate examinations but more advantageous in applying for postgraduate courses in foreign institutions (see Section 7.5.3). In this regard, students' perspectives should have been well considered in TNE curriculum design.

Regarding students' perceptions of the local teachers, national, provincial, and institutional regulations have been established for the local teachers' qualifications and teaching languages. Teachers also selected the teaching contents and teaching languages based on their understanding of students' needs and goods. However, students felt that their learning experiences had been affected by teachers' flexibility or teaching abilities. In line with teachers' perceptions about their language and academic challenges in teaching the foreign modules, students also found the local teachers' flexibility in the foreign modules was closely related to their teaching abilities. For example, students were more satisfied with the local teacher's use of Chinese to teach Chinese ECE knowledge (see Section 5.4.3). However, later in the interviews, students expressed that they should have learnt FI1's modules as they were sometimes helpful in real working settings (see Section 5.5.2). In addition, they explained the reason why they preferred Chinese. One was to do with their language difficulties. The other was to do with the local teachers' English difficulties, which greatly affected their interests in learning and understanding FI1's modules (see Section 5.5.2). Similarly, in Case 2, students were satisfied with the local teachers' mastery of CI2's modules and were fairly dissatisfied with their mastery of FI2's modules (see Figure 6.4.3). Associated with their interests in studying in FI2, they preferred English teaching (see Section 6.4.4). However, the later interview suggests that the local teachers' language difficulties affected students' expectations for English teaching (see Section 6.5.3). In Case 3, for institutions' requirements for the local teachers' English or bilingual teaching, students did not think that teaching in English is important and necessary because it depended on the local teachers' language abilities (see Section 7.5.2). Interestingly, they found that the local teachers' use of bilingual teaching could improve their English language and understanding of lectures (see Section 7.5.2). It suggests that local teachers' language ability affected students' preference for teaching languages. In this regard, instead of focusing on students' needs and requirements for

teachers' qualifications and teaching languages, institutions should consider students' voices about teachers' advantages and disadvantages for the quality of TNE curriculum delivery.

Regarding students' perceptions of the fly-in/ foreign teachers, different from governments' increasing attention on the number of foreign modules and fly-in teaching staff, students found their learning experience was affected by the fly-in/foreign teachers' qualifications and teaching arrangements. In my study, students' high satisfaction with the foreign teachers in CI1 and CI2 was for the two American teachers, who had academic and Chinese language expertise. Only CI3 had the fly-in teachers. That is one of the limitations of my research, which will be discussed later in Section 9.3.2. Students in the three case institutions did not have high requirements for the fly-in teaching for different reasons. In CI1, students thought it was unnecessary to have the fly-in teaching because of their motivations to work in China and language difficulties in understanding English teaching (see Section 5.5.1). However, in CI2 and CI3, students' lower requirements for the fly-in teaching were to do with the fly-in teaching arrangements. For example, students felt it unnecessary to attend the fly-in teaching modules because there were no credits in CI2 (see Section 6.5.3). In CI3, the fly-in teaching schedule was arranged at the convenience of the fly-in teachers, neglecting students' regular learning schedule. The condensed sessions discouraged students' interests as they were repetitive with the local teachers' traditional teaching (see Section 7.5.3). In this regard, different from institutions' purposes of arranging fly-in teachers to meet MoE's requirements, students considered more about the necessity of the fly-in teachers from students' own needs and the timing of fly-in teaching schedules.

9.2 Original contributions to the knowledge

So far, the mainstream TNE research and practice place the foreign awarding countries and institutions in the dominant and controlling position (Smith, 2010). My research contributes to the existing TNE literature by presenting TNE experiences from the Chinese perspective in the Chinese TNE context.

9.2.1 Empirical contributions

My empirical contributions to previous research gaps on TNE curriculum design and delivery are as follows:

At the macro level, previous research has debates on whether to minimize the state governance on TNE or not (see Section 2.1.3). Western practitioners and researchers suggest decentralized governments' roles in TNE development for maximizing the efficiency of TNE (Rhodes, 1997; Marginson, 1999). Previous research has identified the influence of TNE policies and regulations on TNE development in China (Tang and Nollent, 2007; Meng, 2018). Leask and Bridge (2013) point out that the influence of the authority and administrative power on the TNE curriculum is the research gap. My research contributes to finding the impact of centralized and decentralized TNE policies on senior managers' design of TNE programmes and whose knowledge accounting for more weight in the TNE curriculum. MoE has stricter requirements for the establishment and evaluation of the TNE programmes at the degree level. Under such circumstances, CI2 had to carefully update their selection criteria for the foreign institutions, TNE disciplines and TNE models. CI3 had to follow MoE's guidance strictly to survive and develop the existing TNE programme on Business. The influence of TNE policies and regulations extended to TNE curriculum design. Instead of asking for the foreign awarding institutions' requirements for the TNE curriculum, CI2 and CI3 prioritized MoE's requirements for the ratio of foreign modules at the cost of condensing or cancelling the Chinese modules. However,

with lower provincial requirements for establishing the TNE programmes at the diploma level, CI1 had more freedom and flexibility in choosing the foreign providers, which provided space for the involvement of an education agent. The negotiation of the TNE curriculum was between CI1 and FI1. The higher ratio of FI1's modules in the TNE curriculum dispelled the percentage of the Chinese modules. Due to a lack of national and provincial quality control over the TNE programmes at the diploma level, CI1 was flexible in delivering the TNE curriculum that both partners agreed.

Previous research discusses the tensions of economic generation and the introduction of quality education resources in TNE partnership at the institutional level. Western TNE practitioners and research identify the economic imperative (Keller, 2011; Alam et al., 2013). However, research in TNE in China has identified various Chinese institutions' motivations, such as economic benefits (Huang, 2007; Yang, 2008), students' education (Wu, 2007). However, the general description neglects the characteristics of different types of Chinese institutions. Fang (2012) points out different motivations of the research higher institutions (HEIs) and teaching higher institutions, neglecting other different classifications of the Chinese HEIs. This research contributes to finding that the Chinese receiving institutions of different geographical locations have different motivations and understandings of TNE programmes, which will be further discussed in theoretical contributions. A further contribution arises from this new finding that the foreign awarding institutions had different motivations for doing TNE with different types of Chinese receiving institutions. For example, FI3 spent great efforts in CI3's teaching staff training and sent the fly-in teachers for establishing FI3's reputation, while FI3 took the other TNE programmes in other provinces for economic benefits (see Section 7.2.2).

Previous research discusses the tensions between the equivalence of curriculum context and curriculum adaption to the local context. Western research debates whether the TNE curriculum should be adapted in the local context (e.g. Waterval et al., 2016; Bolton and Nie, 2010). Chinese researchers focus on the challenges of adaption (e. g., Chen and Shao, 2017), strategies of adaptations (e. g. Wang et al., 2004; Yu, 2011). However, previous research neglects the reasons for the challenges in delivering the original or adapted curriculum in the Chinese context. My research contributes to finding the shifted power in TNE partnership in TNE curriculum delivery, regardless of how the TNE curriculum was designed and agreed that the TNE subject areas were the important issues. Especially in Case 1, CI1's strength of ECE, students' good employment in the local labour market, gender issues, incompatibility of FI1's modules in the Chinese context were all neglected by FI1 when FI1 asked CI1 to add a sufficient number of FI1's modules into the TNE curriculum. In Case 2, due to the characteristics of ECE, there has been less disagreement about how the TNE curriculum should be designed. In Case 3, because the Business subject was not supported by MoE, FI3 had to follow CI3's requirements for TNE curriculum design and delivery.

At the individual level, previous research has discussions about teachers' dual responsibility of knowledge and language (e.g. MaBurnie and Ziguras, 2007) and teachers' challenges in teaching in the TNE curriculum (e.g. Evans and Treganza, 2002). However, different types of teachers' perspectives about their roles remains a gap. My research contributes to finding that different disciplines, TNE models, and depth of collaborations with foreign teachers from TNE partner institutions had implications on local teachers' roles in selecting teaching contents, teaching languages, and teaching methods. For example, though teachers had limited roles in the TNE curriculum design in the Chinese context, based on their understanding of students' needs, language difficulties, and characteristics of the TNE subject area, the local teachers selected to teach the

contents they were familiar with in CI1 and CI2. On the contrary, when CI3's teachers were asked to collaborate with the fly-in teachers in teaching and assessments, they had limited flexibility in choosing the teaching contents.

There have been debates about the efficiency of English teaching in the non-native language environment (Bannier, 2016) and the appropriate teaching methods (Ding, 2018). However, previous research neglects different types of teachers in the TNE programme. My research finds that the local teachers, fly-in teachers and foreign teachers have advantages and disadvantages of teaching Chinese TNE students in China. Their selection criteria of teaching languages and teaching methods depend on their understanding of the Chinese students and the context of TNE curriculum delivery.

Previous research mainly discusses Chinese students' motivations in TNE programmes. Their experience of the TNE curriculum remains a gap in research (Brooks and Waters, 2011). My research contributes to finding that students are pragmatic towards teaching and learning in the TNE curriculum. Different from institutions' interpretations and teachers' understating of the significance of the TNE programmes, whether their expectations have been met, whether their necessary knowledge and skill have been improved, whether teachers have the knowledge and language abilities to teach the foreign modules are the important issues that are closely related to their perceptions of the TNE programme, TNE curriculum design and delivery.

9.2.2 Theoretical contributions

The research makes theoretical contributions by expanding globalization theories, particularly push-pull theory, into the context of mobility of TNE programmes and students. Instead of examining push/pull factors in TNE at the

national level only or personal motivations only, my research employs tools of TNE policies and regulations, geographic locations, academic levels, disciplines, TNE models to explore, understand and explain the complex knots/relationships of different push-pull factors at the national, regional, institutional and individual level of TNE development.

At the regional level, existing literature suggests an intimate connection between the role of the nation-state and the borderless higher education reflected in the mobility of the TNE programmes (Tang and Nollent, 2007; Marginson, 2004; Meng, 2018, Zhou et al.,2020). Push factors related to foreign awarding institutions were analyzed from an economic perspective (Francois, Avoseh and Grisworld,2016), while pull factors in China's TNE development were associated with the Chinese central government's positive responses to globalization and its impact on the internationalization of higher education (Zhou, 2009). My research contributes to the new understanding of the different roles of the Chinese central and provincial authorities in the development of the TNE programmes at different academic levels. The provincial authorities are granted the approval power in the TNE programmes at the diploma level. They, therefore, could play an influential role in the development of TNE programmes at the diploma level in this province. A critical review of the development of TNE policies in Chapter 4 suggests that considering the fast economic growth in this province, the Provincial Department of Education (PDE) still encouraged the development of TNE programmes at the diploma level by approving new TNE programmes at this level, when MoE stopped the approval of new TNE programmes and began to review all TNE programmes at the national level.

A further contribution arises from this new finding that the local economic development has implications on PDE's different attitudes towards TNE from MoE's general guidance. At the institutional level, existing literature identifies

different rationales for the internalization of higher education in different types of Chinese HEIs, such as research and teaching HEIs (Wu, 2007). My research contributes to the new understanding of implications of different geographical locations of the Chinese receiving institutions on the selection of TNE models, e.g. new kinds of push-pull factors that economically developed and less developed regions created. For example, the lower tuition fees and the TNE model '3+0' and '4+0' with no requirements for students to go abroad to obtain the dual diploma/degree attracted students to study in CI1 and CI3. On the other hand, higher tuition fees and the possibility of not gaining FI2's degree did not prevent students from choosing the TNE programme in CI2, which is located in a more economically developed area of the province. Senior managers had to design the '3+1' TNE model to secure further the market share of CI2's TNE programme in the well economically developed region. On the other hand, CI2 teachers were open-minded to suggest students going abroad for better outcomes. For students' better outcomes, CI2's senior managers and teachers even suggested extending more study time in FI2. Their perceptions were opposed to the Chinese government's intentions of drawing high-quality education resources abroad to realize internationalization at home. A further new finding is that the local economic development has implications on Chinese awarding institutions' different attitudes towards TNE, as CI1 and CI3 designed the TNE model without the need of going abroad (see Section 5.2.2; Section 7.2.2), while CI2 insisted on split TNE programme for pushing students out (see Section 6.2.2). These findings highlight the limitations of the traditional push-pull theory, which focuses on macro and micro levels to the exclusion of variations of contextual differences and regional characteristics, as in the examples of my case studies, in which the Chinese receiving institutions' selection of TNE models and subject areas are closely associated with the local educational and labour markets.

Whilst western TNE research generally regards that the positive factors will pull students out to the foreign countries and awarding institutions, Chinese researchers find that students do not seem to value such opportunities (Fang and Wang, 2014; Mai and Liang, 2020; Meng, 2018) for different reasons (see section 2.3.4). My findings confirm Chinese TNE students' less interest in going to foreign awarding institutions. Previous research notes that the characteristics of different countries and different foreign awarding institutions are neglected in the extant literature (Chen, 2017). My research fills the gap by analyzing the impact of the foreign awarding institutions' rankings and reputations on TNE students' mobility. Students in the three case institutions similarly were less attracted by the foreign awarding institutions due to their lower ranking and reputation in China. Even though senior managers provided students with a certain period in the foreign institution, as in Case 3, students were less interested in studying in FI3 (see Section 7.3.3). For those who transferred to study in FI2, they thought one year was enough. As long as they have FI2's degree, they can apply and obtain a postgraduate course from better foreign institutions. Similarly, in Case 3, though students' global dimensions have been widened in the TNE curriculum, students were found to take advantage of FI3's degree to apply for a better postgraduate course in other foreign countries like the UK or the U.S. In other words, CI1's diploma and CI2 and CI3's degrees were more attractive. All students' perceptions and practices are related to the lower popularity and reputation of the foreign awarding institutions in the Chinese context. The senior managers in the Chinese receiving institutions similarly expected to cooperate TNE with the foreign awarding institutions of the same or higher level as their universities. However, their expectations could be hardly met due to the reputation of their universities. A further contribution arises from this new finding that the reputation and popularity of the Chinese receiving institutions sometimes could be pull factors affecting student mobility and push factors affecting the mobility of TNE programmes with better foreign awarding institutions.

Previous literature discusses favourable pull factors and unfavourable push factors to explain student mobility (Altbach, 1998; Li and Bray, 2007; Bodycott and Lai, 2012). This research extends and challenges the traditional push-pull theory by adding the contextual differences in explaining international student mobility. There may be pull factors in the local education and job market that have been traditionally regarded as the push factors. It is generally considered that the overpopulation made China's education and job market competitive and drove students out to study abroad (Bodycott and Lai, 2012). However, the findings in Case 1 indicate that the promising employability of ECE graduates in the local job market, together with the reputation of CI1's ECE course, are important factors that pull students to work in China, making students' mobility to FI1 unnecessary. Such circumstance explains why the local and foreign teachers played the hidden practices to facilitate TNE students with more Chinese ECE knowledge. Students in TNE programmes at the diploma level had a clear and strong desire to study Chinese ECE knowledge and work in China. In addition, ECE has been an attractive subject area for female students and their parents, which further explains why CI1 students were not interested in studying in FI1. Whilst traditional push-pull theory paid less attention to students' personalities and interests (Li and Bray, 2007; Zheng, 2003) in international student mobility. My new findings suggest that gendered subject areas cannot be neglected individual push/pull factors in students' international mobility.

9.2.3 Methodological contributions

This research makes a methodological contribution by employing a multiple-case study approach using mixed methods to collect both qualitative and quantitative data. It allows for diverse and dynamic experiences and perspectives which remains a gap in TNE research in China. So far, my research is the first kind of in-depth case study of TNE institutions with participants at different levels of TNE

institutions (managers, agents, teachers and students) and from different types of universities in different regions of China. There has been very limited existing literature using in-depth case studies to research TNE activities in the Chinese context. Based on debates, disagreements, arguments and gaps identified in the literature review and in order to avoid bias caused by my own TNE working experience, multiple cases were carefully chosen within the consideration of different foreign providers, different TNE models as well as different disciplines in different types of Chinese receiving institutions. In the Chinese context, it is not easy to negotiate access to the TNE programmes as there are some sensitive issues and hidden practices, which have been identified in my case studies. To collect intensive and extensive data for my research, I conducted 8-month fieldwork in three case institutions in one province in China. During this period, I negotiated with the gatekeepers in five TNE programmes through social networks and finally gained access to three of them, which enabled me to complete the in-depth case studies as I planned.

There have been no other similar studies to use mixed methods to study participants' managing, teaching, and learning experience of TNE. In order to explore different perspectives, the empirical data was collected from the semi-structured interviews with the senior managers from both awarding and receiving institutions to explore the TNE administration boundary in TNE curriculum and delivery. In-depth interviews with the foreign and local teachers were conducted to capture teaching staff's perspectives. A quantitative survey was conducted to explore students' voices on TNE curriculum and pedagogy, followed by interviews with voluntary students in each case institution. My research has provided quantitative and qualitative baseline datasets for future TNE research in China and globally.

In addition, this research is innovative because I am a researcher with a cross-cultural education background and a coordinator of a TNE programme before I began my PhD research. Such experience positioned me to play an insider and insider-outsider role (see Section 3.7 in the methodology chapter) to establish contacts with potential participants, gaining access to Chinese case institutions and their TNE programmes to collect trustful and in-depth data. Thus, it is the first research in TNE in China with shifting insider and insider-and-outsider perspectives and drawing insights from foreign awarding institutions and Chinese receiving institutions. Such researcher positionality allows me to be methodologically reflexive in this explanatory case study research, therefore avoiding the extremes of being methodologically subjective and objective.

There has been no example in the previous literature exploring perspectives from the foreign awarding institutions and their education agents in China. The in-depth interview data collected with the education agent of FI1 in this research indicates the rationale and strategy of FI1's TNE and the positive and negative roles of the education agent perceived by foreign and Chinese TNE partners. The empirical evidence demonstrated in the research makes the original contribution to the research debates on TNE agents.

9.3 Limitations of the research

There are a few main limitations that may impact the findings and conclusions in this research as follows:

9.3.1 Missing sample cases

According to the sampling criteria of selecting case institutions, the original case institutions were planned to be four instead of three in the research. However,

there was a limited number of the TNE programmes at the diploma level within the province I focused on. It was difficult to find another TNE programme at the diploma level in the southern region based on the sampling criteria of case institutions, which would have provided more information to make a comparison with CI1.

9.3.2 Uneven sources of samples

Some methodological limitations have been discussed in the methodology chapter in Section 3.7.3, such as fewer foreign interviewees. If there were more face-to-face interviews with senior foreign managers and fly-in teachers, data about the perspective of the foreign awarding institutions would have been enriched. The inclusion of their views may make my research less skewed. However, the case institutions had different ways to deal with the challenges of the regular fly-in teaching. Institutional fly-in teaching arrangements contributed to these limitations, making it impossible to compare the views of the foreign teachers employed by the Chinese receiving institutions with the fly-in teachers sent from the foreign awarding institutions in each case.

This research has to heavily rely on interviews with the senior Chinese managers and the local teachers. However, it is always an issue concerning the transferability of this research. Due to the management mode of the TNE programmes in the three case institutions, the number of senior Chinese managers involved in the TNE programmes was limited. Though many local teachers were teaching in the TNE programmes, this research needed the local teachers who were responsible for the foreign modules in the TNE curriculum because they could best answer my research questions about their experiences and roles in TNE curriculum design and delivery. From the researcher's perspective, the study could ideally collect the quantitative survey data from the

local teachers. However, the number of potential teacher participants was limited. In addition, employing a snowball sampling strategy, this research was mainly dependent on the voluntary participants on an availability basis. The research was therefore not designed to represent all participants in all TNE settings. Instead, this research focused on exploration and understanding and drawing conclusions about the sampling participants in the context of the three case institutions.

This research utilized students who were available for surveys and who were voluntary for the follow-up interviews. It was a significant limitation that this research did not include the student participants of all the academic years within the study period of the TNE programmes and the students who graduated from the TNE programme in each case institution. Comparing students' learning experiences at different phases within or beyond the TNE programme in the study would undoubtedly produce a more comprehensive and holistic picture of students' perceptions of TNE curriculum design and delivery.

9.3.3 Limited data sources

Several efforts were taken to ensure the reliability and validity of the research. For data triangulation, I attempted to minimize the self-interested data by eliciting different data sources, such as a variety of participants' responses from different perspectives, internal management files and materials concerning TNE curriculum design and delivery. With the help of the gatekeepers, I could obtain some internal materials about TNE curriculum design and delivery in some case institutions. However, I could not collect more informative data from the official institutional websites of some case institutions or other public sources due to the sensitivity of TNE data.

9.3.4 Translation issues

Another possible limitation of this research is related to accurate Chinese-English translation. I conducted the fieldwork and collected the data in China. Though I offered the options for the interviewees to choose between speaking English and Chinese, all of my Chinese interviewees preferred Chinese in order to better express their opinions. Students ended up using the English questionnaire, despite I also provided a Chinese questionnaire for their reference to obtain their thorough understanding of the questions. In data analysis, I tried to accurately translate the interview quotes presented in the case studies because I am a native Chinese speaker and have the same cultural background as the Chinese participants. However, equivalent translation was sometimes hardly achieved, particularly about colloquial expressions and professional terms. In order to increase the quality of translation, I consulted with my Director of Study, who knows both English and Chinese very well.

9.4 Recommendations for the future research

The UK government has explicitly expressed interest in supporting the growth of TNE. 142 UK universities have students on TNE programmes, and more than 650,000 students studying for UK awards through TNE provision in 226 locations worldwide (QAA 2020). Evidence suggests that TNE will develop further and the influence of TNE continues intensifying. However, understandings of TNE from global and Chinese perspectives are not uniform. Policies and research concerning TNE curriculum design and delivery are particularly insufficient. The void of empirical studies may mislead knowledge about TNE or favourable or unfavourable perceptions on TNE development. The following sections offer recommendations raised from my research findings for the future TNE policies and research, and the quality of the TNE curriculum in China.

9.4.1 Recommendations for TNE policies and regulations

- At the national level, policymakers need to formulate multi-layered application guidance for the TNE programmes of different academic levels. Current MoE's 4*1/3 requirements for the TNE curriculum in the application guidance seem to be a restraint index that TNE practitioners have to meet. They fail to acknowledge different challenges between the TNE programmes at the degree level and the diploma level in reaching the single standard, which ultimately affects the quality of the TNE curriculum.
- There is a need for policymakers to formulate a variety of supervision and evaluation mechanisms to control the quality of TNE. Current evaluation schemes for TNE programmes at the degree and diploma levels are more like obligatory targets for TNE practitioners. They failed to acknowledge the different contexts between different foreign receiving and Chinese awarding institutions.
- More efforts are needed for policymakers to have clear statements in TNE policies and regulations. They had already caused practitioners' different interpretations and sometimes hidden practices, ultimately making governments' intention of attracting high-quality education resources hardly realized.
- Policymakers need to consult with TNE participants' views, including senior managers, teachers and students, for targets policies addressing debates, arguments and disagreements identified in my literature review. Continued efforts are need for the policymaker to transfer the focus on the number of foreign modules in the TNE curriculum to the compatibility and

application of the foreign modules for a universal understanding of the significance of TNE.

At the provincial level, there is a need for the provincial authorities to acknowledge the regional differences in provincial TNE regulations in relation to application guidance. In addition, multi-layered mechanisms for process supervision of TNE programmes at different academic levels are needed to control TNE quality within the province.

At the institutional level, there is a need for institutional management to establish the internal regulations to clarify the division of work and working responsibilities for application, implementation and evaluation of the TNE programmes.

9.4.2 Implications for future research

This thesis calls for more research in several areas. First of all, there is a need for further research in TNE curriculum design and delivery in TNE institutions to allow for a complete picture of TNE activities in China. Secondly, further research is needed to study TNE programmes in the western regions in China to have a comprehensive picture of TNE programmes in China. There has been an apparent increase in TNE institutions and programmes in the west region of China (Liu, 2019). Thirdly, there is a need to study more TNE programmes of different geographical locations, academic levels, TNE disciplines, TNE models and foreign institutions for more representative findings of the implications of these areas. Fourthly, there is a need to study parents' perceptions about TNE programmes to understand students' TNE motivations and TNE students' international mobility. In addition, future research could be conducted to explore the implications of parents' social class on students' motivations for choosing TNE. Fifthly, as TNE policies have been emphasizing Chinese receiving

institutions' dominant role in the TNE, there is a need to further explore senior managers and teachers' sense of ownership and belongings, as well as students' identity in TNE, which could promote understanding of roles of TNE in HE sectors in China. Sixthly, this thesis is also a starting point for future research exploring managing, teaching and learning experiences in TNE institutions.

9.5 Final comments

This research has captured TNE institutional and teaching and learning experiences in different TNE programmes of different TNE subject areas and different TNE models, cooperating with different universities in different regions of China. It examined TNE partnerships between the foreign awarding institutions and the Chinese receiving institutions and explored TNE curriculum design and delivery perspectives. Motivated by my working experiences as a coordinator in a TNE programme, I started researching TNE in China, aiming to explore the reasons for the challenges in institutional partnership, teachers' hidden practices, and students' less mobility in the TNE programme in my university. During the four-year PhD study in the UK, with the expansion of my global dimensions, I took a renewed and widening perspective on TNE development instead of focusing on one TNE programme in my university. My researcher perspective also enabled me to understand different TNE curriculum design and delivery perspectives in more TNE programmes in China. My personal doubts about TNE changed when I learned how to take advantage of the insider-and-outsider role – a reflexive perspective in TNE research and future TNE practice. When I return to work in my university in China, I would be more positive in providing professional support to the internationalization of higher education in China.

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Appendix A Pre-notification Letter (for case institutions)

Dear Sir/Madam (real name of the institution in actual letters),

My name is Min Tang, a PhD student at Sheffield Hallam University, UK. I am conducting research 'Transnational Education in China: Perspectives on TNE Curriculum Design and Delivery', supervised by Dr Ning Tang, Dr Lisa Reidy and Dr Nick Moore. I am writing to invite you to participate in this research if you are interested in it.

This research is concerned with different perspectives on TNE curriculum design and delivery. Your institution is invited to take part in the research. The proposal is that I will spend two or three days in your institution, doing a qualitative interview with TNE course leaders from both home and host institutions aiming at gaining knowledge of TNE curriculum design and delivery at the institutional level, in-depth interview with flying-in teachers and semi-structured interviews with relevant Chinese teachers at teaching level, a quantitative questionnaire with TNE students followed by focus group discussions at the student level.

By participating in this study, participants will have the chance to share their experiences in TNE curriculum design and delivery. Your participation is very important to help research TNE curriculum design and delivery and provide implications for improving relevant TNE policy and regulation.

I know that some of the issues may be sensitive once concerning foreign affairs or personal information. I will make sure that all the participants understand my research aim and role thoroughly. All the participants are voluntary. They can withdraw at any time within ten days after the interview date. All the data I get from either the institution or individuals involved will be anonymized by assigning pseudonyms and coding. The information recorded is confidential and will be used exclusively by myself and only for my PhD research.

Thanks for taking the time to consider this research proposal. Suppose you are interested in taking part or would like to discuss the proposal. In that case, I am available to answer any questions via email at Min.Tang@student.shu.ac.uk or telephone at either + 85 15850868115 (China) or +44 (0)7849 892065 (UK). If you prefer contacting my PhD Director of Study, Dr Ning Tang, for any further information, she can be reached at: n.tang@shu.ac.uk

Feel free to make inquiries to this email, and I am looking forward to hearing from you over the next few weeks.

Kind regards
Min Tang

Faculty of Society and Development
Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1
1WB, UK
Tel: + 86 15850858115 (China)/ +44 (0)7849 892065 (UK)
Email: Min.Tang@student.shu.ac.uk

Appendix B Participant Information Sheet (for senior managers)

Dear Sir/Madam,

My name is Min Tang, and I am conducting a PhD research at Sheffield Hallam University, UK. The title of my research is: 'Transnational Education in China: Perspectives on TNE Curriculum Design and Delivery'.

This study aims to different perspectives on transnational education (TNE) curriculum development in China. The objectives are as follows:

- to investigate the impact of Chinese TNE policy and regulation changes on TNE curriculum design and delivery at the national level;
- to investigate how TNE is designed in different host institutions offering different levels of programmes and using different models of TNE at the institutional level
- to explore teachers' and students' perspectives on TNE curriculum design and delivery at the individual level

You are being invited to participate in this research because your experience as a stakeholder in TNE home institution can contribute much to our understanding and knowledge of TNE curriculum design and delivery. Your participation will greatly contribute to the optimization of TNE curriculum design and delivery.

Your participation in this research is entirely voluntary. If you accept, an institutional TNE background information sheet will be sent to you before the interview, aiming at providing background information of the TNE programme in your HE institution. In addition, the background information sheet would also be finished by someone in your HE institution who has sufficient knowledge to answer the questionnaire. Then, I will conduct a qualitative interview about your perceptions of the development of the TNE programme in your HE institution.

The interview will be provided and collected by myself. The interview will take approximately one hour. However, you do not have to answer any question or participate in the interview if you feel the question(s) are too personal or uncomfortable. The interview will be recorded on a digital audio recorder. Following the interview, your identity will be protected by assigning pseudonyms to the transcription. The interview recording will be erased immediately after the transcription. All raw data will be kept securely and used only for the purpose of research. You are free to withdraw within ten working days after the interview. After that date, the data will be anonymised, and unfortunately, any withdrawal will be no longer possible. If you wish to maintain the 'ownership' of the data, I have the responsibility to present the potential disadvantages of removing anonymity and will not hold responsibilities for choosing to disclose the identities yourself. I will also resist requests for disclosure of the identities if there are any possibilities of harming the confidentiality of other subjects who choose not to disclose their identities.

If you agree, please sign the attached Participant Consent Form. Should you have any questions about this project or need an executive summary of the study

results, please feel free to contact me at any time via the contact details as below or contact my supervisor Dr Ning Tang at Sheffield Hallam University via email n.tang@shu.ac.uk.

Thank you so much for your participation. I appreciate your cooperation.

Respectfully,

Min Tang

Faculty of Society and Development
Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1
1WB, UK

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Email: Min.Tang@student.shu.ac.uk

参与信息说明书 (管理层)

尊敬的领导：

我是唐敏，来自英国谢菲尔德哈勒姆大学的一名博士生。目前，我正在进行一项“中外合作办学：中外合作办学课程设计与实施”的博士论文项目，不包含任何官方调查。该研究旨在探究不同视角下的中外合作办学的发展。具体的研究目标包括：

- 中外合作办学政策变化对中外合作办学课程设计与实施的影响；
- 中外合作办学课程设计与实施在不同高校的实施情况；
- 教师和学生对于中外合作办学课程设计与实施的观点和看法。

邀请你参与访谈因为作为合作办学管理者，您有非常丰富的相关工作经验。您的参与将为中外合作办学课程设计和实施的发展提供相应的借鉴和参考。

如果您同意自愿参与该项目，首先请您填写一份《中外合作项目背景信息》。该信息旨在了解您校合作办学基本情况。此外，该调查表还可转交更加了解该情况的其他相关人员完成。之后，我将邀请您进行访谈，探究您对于您校合作办学项目的观点和看法。

该访谈数据将由我本人来收集，整个访谈大概需要 1 个小时左右。在访谈期间，您可以拒绝回答任何您觉得私人或者让您感觉不舒服的问题。本次访谈是会被录音的。访谈结束的文字转录中，您的身份会被化名身份所取代。访谈的录音在转成而文字之后也将立刻删除。您在访谈中所提供的的任何信息将被严格地保密，而且仅为我的博士论文用。在访谈结束之后的 10 天之内，您可以随时撤销您所提供的的数据。一旦过期，您所提供的的数据将被我的博士论文使用，并将无法再撤销。如果您决定公布您的身份信息，我有责任告知您泄露身份信息所带来的潜在的风险，同时将不承担您坚持公布身份信息所带来的的后果。另外，如果您的决定涉及泄露其他参与者的身份信息，我将匿名处理其他参与者的身份信息。

如果您同意参与访谈，请您签署附带的《参与者知情同意书》。如果您希望与我取得联系，请您参见页尾的联系信息。如果您有任何疑问，也可以联系我在谢菲尔德哈勒姆大学的导师 Dr. Ning Tang（邮箱：n.tang@shu.ac.uk）

期待您的参与！非常感谢！

唐敏

2018. 1.17

Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK

Tel: + 86 15850868115 (China)/ +44 (0)7849892065 (UK)

Email: Min.Tang@student.shu.ac.uk

Appendix C Participant Information Sheet (for teachers)

Dear Sir/ Madam,

My name is Min Tang, and I am conducting a PhD research at Sheffield Hallam University, UK. The title of my research is: 'Transnational Education in China: Perspectives on TNE Curriculum Design and Delivery'.

This study aims to different perspectives on transnational education (TNE) curriculum development in China. The objectives are as follows:

- to investigate the impact of Chinese TNE policy and regulation changes on TNE curriculum design and delivery at the national level;
- to investigate how TNE is designed in different host institutions offering different levels of programmes and using different models of TNE at the institutional level
- to explore teachers and students' perspectives on TNE curriculum design and delivery at the individual level

I am very pleased to invite you to participate in this research because your experience as a teacher from the TNE host institution can contribute much to our understanding and knowledge of TNE curriculum design and delivery. Your participation in this research is entirely voluntary. If you accept, I will conduct an in-depth interview with you, focusing on the design of the TNE curriculum. I also would like to know more about the delivery of the TNE curriculum in practice because this knowledge might help us to learn how to better improve the quality of TNE curriculum delivery. Your participation will contribute to the optimization of TNE curriculum design and delivery, as well as the improvement of relevant TNE policy and regulation.

The interview will take about one and a half-hour. In general, no personal details will be sought. However, you do not have to answer any questions or take part in the interview if you feel the questions are too personal or they make you uncomfortable. The entire discussion will be tape-recorded, but no one will be identified by name on the tape. The information recorded is confidential and will be used exclusively by myself and only for the purpose of my PhD research. You are still free to withdraw within ten working days after the interview date. After that date, the tape will be destroyed after the transcription. Any information about individuals you provide in the interview will be protected by a code or pseudonyms on it instead of a real name.

If you agree, please sign the attached Participant Consent Form. Should you have any questions about this project, please feel free to contact me at any time via the contact details as below or contact my supervisor Dr Ning Tang at Sheffield Hallam University via email n.tang@shu.ac.uk.

Thank you so much for your participation. I appreciate your cooperation.

Respectfully,

Min Tang

Faculty of Society and Development
Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK
Tel: + 86 15850868115(China)/ +44 (0)7849892065 (UK)
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Appendix D Participant Information Sheet (for students)

Dear students,

My name is Min Tang, and I am conducting a PhD research in Sheffield Hallam University, UK. The title of my research is: "Transnational Education in China: Perspectives on TNE Curriculum Design and Delivery".

This study aims to different perspectives on transnational education (TNE) curriculum development in China. The objectives are as follows:

- to investigate the impact of Chinese TNE policy and regulation changes on TNE curriculum design and delivery at the national level.
- to investigate how TNE is designed in different host institutions offering different levels of programmes and using different models of TNE at the institutional level
- to explore teachers and students' perspectives on TNE curriculum design and delivery at the individual level

I am very pleased to invite you to participate in this research because your learning experience in the TNE programme can contribute much to our understanding and knowledge of TNE curriculum design and delivery. Your participation is important in the improvement of TNE curriculum design and delivery and the relevant TNE policy and regulation.

Your participation in this research is entirely voluntary. If you accept, you will be invited to take part in a quantitative survey and then a discussion with eight to ten students with similar experiences. This discussion will be organized by myself and last for about one hour. We will ask you questions about TNE curriculum design and delivery, and you will have time to share your opinions. The questions will be about what you expect from the TNE curriculum before choosing the TNE programme, how the TNE curriculum is delivered, how pedagogies differ between fly-in teachers and Chinese teachers during your study in the TNE programme and what outcomes you achieve from the TNE curriculum. You do not have to share any knowledge that you are not comfortable sharing, but I do think your experience and stories would sound very interesting and helpful in terms of data collected for this research. This group discussion will take place in the classroom, and no one else but the students who take part in the discussion and I will be present during this discussion.

The entire discussion will be tape-recorded, but no one will be identified by name on the tape. The information recorded is confidential and used only for the purpose of research. You are still free to withdraw within ten working days after the interview date. After that date, all the data will be anonymised in the transcription. The tape will be destroyed after the transcription.

If you agree, please sign the attached Participant Consent Form. Should you have any questions about this project or need an executive summary of the study results, please feel free to contact me at any time via the contact details as below or contact my supervisor Dr Ning Tang at Sheffield Hallam University via email n.tang@shu.ac.uk.

Thank you so much in advance for your participation. I appreciate your cooperation.

Respectfully,

Min Tang

Faculty of Society and Development
Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK
Tel: + 86 15850868115(China)/ +44 (0)7849892065 (UK)
Email: Min.Tang@student.shu.ac.uk

Appendix E Participant Consent Form

Title of Research Study: Transnational Education in China: Perspectives on TNE Curriculum Design and Delivery

Please answer the following questions by ticking the response that applies

1. I have read the Information Sheet for this study and had details of the study.

Yes

☐

No

☐
2. My questions about the study have been answered to my satisfaction and I understand that I may ask further questions at any point.

Yes

☐

No

☐
3. I understand that I am free to withdraw from the study within the time limits outlined in the Information Sheet, without giving a reason for my withdrawal or to decline to answer any particular questions in the study without any consequences to my future treatment by the researcher.

Yes

☐

No

☐
4. I agree to provide information to the researcher under the conditions of confidentiality set out in the Information Sheet.

Yes

☐

No

☐
5. I wish to participate in the study under the conditions set in the Information Sheet.

Yes

☐

No

☐
6. I consent to the information collected for the purpose of this research study, once anonymised (so that I cannot be identified), to be used for any other research purposes.

Yes

☐

No

☐

Your signature will certify that you have voluntarily agreed to take part in this research study having read and understood the information in the sheet for participants. It will also certify you have had sufficient opportunity to discuss the study with a researcher and that all questions have been answered to your satisfaction.

Participant's Signature: _____ Date: _____

Name(Block letters): _____

Contact details _____

(NB: Please sign this consent form and return it to the interviewer.)

Researcher's Signature: _____ Date: _____

Min Tang

Faculty of Society and Development

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Tel: + 85 15850868115 (China)/ +44 (0)7849 892065(UK)

Email: Min.Tang@student.shu.ac.uk

参与者知情同意书

研究课题：中外合作办学：中外合作办学课程设计与实施

请您回答以下问题，并在适用的选项打钩。

1.我已经阅读该项研究《参与信息说明书》，并且了解该项研究具体内容。

是 否
☐ ☐

2.我的任何有关该项研究的疑问都已经得到了满意的回答。

我明白任何时候我都可以进一步提出问题。

是 否
☐ ☐

3.我明白我可以在《参与信息说明书》规定时间内随时退出该项研究，不必要给出任何退出理由。另外，我明白我可以拒绝回答该项研究的任何具体问题而不需要承担任何后果。

是 否
☐ ☐

4.在《参与信息说明书》中承诺信息保密的前提下，我同意向研究者提供信息。

是 否
☐ ☐

5.在了解《参与信息说明书》的各种前提下，我希望参与该项研究。

是 否
☐ ☐

6.我同意访谈中所提供的信息将被匿名形式使用（我的身份将不被确认），仅作为研究目的使用。

是 否
☐ ☐

您的签署将确认您已经阅读并理解《参与信息说明书》中的内容，并自愿同意参与本项研究。同时确认您有充分的机会与研究者探讨相关的问题，而且研究者所给出的回答都令您满意。

参与者签名:_____日期:_____

姓名:_____

联系方式:_____

注意：请您签署《参与者知情同意书》，并返还给研究者。

研究者签名:___唐敏_____日期:_____

Faculty of Society and Development

Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK

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Email: Min.Tang@student.shu.ac.uk

Appendix F Institutional TNE Background Information Sheet

First of all, thank you for your cooperation and support! The working definition of TNE is 'education provision from one country offered in another... includes a wide variety of delivery modes including distance & e-learning; validation & franchising arrangements; twinning & other collaborative provision' (British council, 2014)

Aiming to obtain general information about the TNE programme in your university, please complete the table below.

TNE programme	
Subject	
Awards	
Model	
Foreign awarding institution/country	
Number of students	
Number of the local teachers	
Number of the fly-in teachers	
Number of the administrators	
Year of the first contact /establishment	
Administrative Department	

The information that you have provided on this questionnaire is subject to the Data Protection Act 1998 and will not be used to identify you personally. The data will only be used for my PhD project.

If you have any queries about this survey or how your data will be used, please contact my supervisor, Dr. Ning Tang, at Sheffield Hallam University via email n.tang@shu.ac.uk.

Survey completed by:

Position:

E-mail address:

Please return the questionnaire to the interviewer after the face-to-face interview.

中外合作项目背景信息

首先，感谢您对该项研究的配合和支持！在该项研究中，合作办学被定义为“教育机构在另外一个国家境内合作展开的各种教育活动，如远程教育，合作办学教育项目和合作办学教育机构”（英国文化协会，2014）。

该信息旨在收集您校中外合作办学背景信息。请您填写以下表格。谢谢！

合作办学项目	
学科	
发放学位	
合作形式	
外方院校、国家	
学生数目	
本校参与教师数目	
外方授课教师数目	
管理人员数目	
首次接触中作办年度/ 申办成功年度	
合作项目管理部门	

根据 1998 年《英国数据保护法案》，在您所提供的信息中，您的身份信息将不会被确认。您的数据仅为博士论文用。

如您对此次调查或者数据使用有任何疑问，请联系我的导师谢菲尔德哈雷姆大学唐柠博士，邮箱地址为：n. tang@shu.ac.uk

表格填写人：

职位：

邮箱地址：

填写好表格之后，请将此表格返还研究者。谢谢！

Appendix G Research Instruments

Senior Managers' Semi-structured Interview Guideline

➤ **Objectives:**

To gain different perspectives on TNE curriculum design and delivery in China

➤ **Research instruments:**

Qualitative research: Semi-structured interviews with senior managers

➤ **Process**

Part 1: Forms sent to the interviewee before the interview

- An institutional background information sheet;
- The information sheet for the participant;
- Participant Consent Form.

Part 2: Self-introduction (10 mins)

- Definition of TNE;
- Research project briefing including research aims and significance.

Confidentiality

- Anonymise any names of individuals or organizations referred to in the interview;
- Check if mind interview being taped;
- Ask if you want to check the transcript.

Today's interview:

- To have an overview of the national/ regional context of TNE and to understand institutional responses and practices in TNE curriculum and pedagogy.
- About an hour in length.
- Feel free to ask questions and make comments and suggestions on the PhD project.

Part 3: Senior manager's perspectives and experience (60 mins)

Topics:

Policy implications

1.What was the motivation for developing a TNE programme in your university?

Prompt: a market opportunity, a part of HE strategic planning, the role of agency, personal contacts or the guidance of TNE regulations etc.

2. CI1 is defined as a public university serving local needs. Then, how does this TNE programme contribute to your institution's development and even to the city?

Prompt: a necessary implementation to the traditional HE education system or just an alternative way for students to study abroad?

3.How do you perceive the government's role in the TNE development locally?

Prompt: any changes in TNE regulations and policies with time?

4.How do you respond to the development of TNE in China?

Prompt: look for TNE opportunity actively, wait for TNE opportunity to find your university

5.What issues are important to identify TNE opportunities in China?

Prompt: brand, reputation, subject specialism, locality, personal contacts

TNE programme negotiation process

6.What was the motivation for selecting this TNE programme (Early Childhood Education, 3+0) to establish?

Prompt: why ECE, why 3+0

7.How the partnership with FI1 was established? Through agent or academic contact?

Prompt: why FI1, Why Canada

8.What are the challenges or difficulties during this TNE programme negotiation process?

Prompt: policy requirements, conflicts with "public interest" and "profit priority."

9.How have you negotiated with the partner university to overcome those challenges/difficulties and finally established and developed this TNE partnership? Could you give me some examples?

Prompt: your roles and the participation of your partner university

TNE curriculum and pedagogy

10. How has the quality of TNE programme been evaluated since it was established?

Prompt: role of Chinese government, role of your university and your partner university

11. How have you been dealing with the feedback/comments/suggestions from the past evaluations, such as in terms of TNE curriculum and pedagogy?

Prompt: any examples of changes

12. Do you think there is a direct relationship between TNE curriculum/pedagogy and the quality of the TNE programme?

Prompt: Examples from this TNE programme

13. What would you like to comment on your TNE curriculum and pedagogy?

Prompt: Example of a good quality programme; any improvements?

14. In what way have teachers and students been involved in the evaluation of this TNE programme?

Blue-sky thinking questions:

15. What is your plan for the future development of TNE?

16. What is most important for a successful TNE programme in the Chinese context?

17. Is there anything else you would like to add? Do you have any comments or suggestions on my research project?

高校管理者访谈计划样本

- **目标：**
了解对于中外合作办学课程设计和实施的不同观点和看法
- **研究工具：**
定性研究：半结构化访谈（合作办学中方和外方合作高校管理者，国外教师和本地教师）
定量研究：问卷调查（中外合作办学学生）
- **流程**

第一部分：访谈之前发放表格

- 高等教育机构中外合作办学信息调查表
- 参与信息说明书
- 参与者知情同意书

第二部分：自我介绍（10 分钟）

- 中外合作办学定义
- 简介该研究项目目标和意义

政策：保密性

- 确保匿名访谈中提到的任何组织和人名
- 确认是否介意访谈被录音
- 确认是否需要检查转写记录

今日访谈：

- 了解中外合作办学我国和区域的背景情况，了解高校对于中外合作办学课程和教学的态度和做法
- 访谈约一个小时
- 自由的提问以及对于该研究项目的发表评价和提出建议

第三部分：高校管理者的观点和经历（60 分钟）

话题：

政策意义：

1. 请问您校申办中外合作办学项目的动机是什么？

提示：市场机遇，学校发展规划，中介机构的角色，私人联系，中外合作办学政策鼓励

2. 该学院被定为应用型高校，服务泰州本地发展，那么这个中作办学项目是如何服务于泰州学院，乃至该地区的发展的？

提示：是一种传统教育的补充，还是学生间接留学或者是出国留学的一个跳板

3. 请问您怎么看待政府在中外合作办学发展中所起的作用的？

提示：合作办学政策的变化

4. 请问您是如何应对中国合作办学的发展的？

提示：主动去寻找合作办学机会还是等合作办学机会找到学校

5. 您在考虑和国外院校合作办学的时候，什么比较重要？

提示：国外院校的声誉，合作专业，国外院校所在国，私人关系

合作项目的沟通过程：

6. 请问您校为什么要选择学前教育 3+0 项目合作？

提示：为什么选择学前教育，为什么选择 3+0 这样的合作形式

7. 请问您和外方合作关系怎么建立的？

提示：为什么是这个外方国家？为什么是外方学院？

8. 在沟通过程中有没有出现什么困难？

提示：政策要求，公立性和经济效益上的取舍

9. 请问您是怎样和您的合作院校沟通解决这些问题的？能给出一些例子吗？

提示：您在沟通中的角色和话语权以及外方的参与度

合作项目课程和教法：

10. 自从合作办学项目被批准建立以来，该项目的质量是如何评估的？

提示：中国的角色，您的角色和您的合作学校的角色

11. 对于这些评估结果，特别是有关合作办学课程和教法的评估结果，您是怎么处理这些评估结果或者是建议的？

提示：例子？

12. 您认为中外合作办学的课程和教法和合作办学项目的质量之间有直接的联系吗？

提示：例子？

13. 请问您对您校的合作办学课程和教法有没有什么评价

提示：好的一方面，需要改进的一方面

14. 请问老师和学生怎么样参与到合作办学项目的评估中的

提示：教师角色，学生角色

设想：

15. 您校合作办学的将来发展的一些计划？
16. 您觉得在中国的国情下，要成功举办合作办学项目，需要注意哪些？
17. 您还有需要补充说明的吗？您对我的这项研究有何评价？

Course Leaders' Semi-structured Interview Guideline

➤ **Objectives:**

To gain different perspectives on TNE curriculum design and delivery in China

➤ **Research instruments:**

Qualitative research: semi-structure interviews with course leaders

➤ **Process:**

Part 1: Forms sent to the interviewee before the interview

- A TNE curriculum background information sheet
- The information sheet for the participant
- Participant Consent Form

Part 2: Self-introduction (10 mins)

- Definition of TNE (Transnational education refers to education provision from one country offered in another);
- Research project briefing including research aims and significance

Confidentiality:

- Anonymise any names of individuals or organizations referred to in the interview
- Check if they mind interview being taped
- Ask if you want to check the transcript

Today's interview:

- To understand institutional practices in TNE curriculum and pedagogy, which should be at the core of TNE development in China.
- About an hour in length;
- Feel free to ask questions and make comments and suggestions on the PhD project.

Part 3: Course leaders' perspectives and experience (60 mins)

Topics:

TNE curriculum design

1. Have you participated in the design of the TNE curriculum with your partner university? What's your role, if yes?

2.How is the TNE curriculum different from the Chinese curriculum design, in your opinion? Can you give some examples?

Prompt: curriculum design, curriculum delivery, evaluation of curriculum

3.What are the challenges/ difficulties in the design and development of the TNE curriculum from your perspective? Any examples?

Prompt: the participation of awarding HE institution

4.How do you negotiate to deal with those challenges? Examples?

Prompt: active role or passive role?

5.Do you have any comments on the existing TNE curriculum? What feature is the most beneficial to the students? What needs to be improved?

Prompt: the balance of government requirements, awarding institutions considerations and market needs

TNE curriculum delivery

6.Have there been any particular requirements in the delivery of the TNE programme? Prompt: from where, e.g., MoE, provincial, local or partner institutions?

For example?

7.What are the challenges/ difficulties in delivering the TNE curriculum? Examples?

Prompt: the participation of flying-in teachers, teachers' qualifications, TNE pedagogies

8.How to deal with these challenges, and who has played a key role in dealing with these challenges?

9.How do flying-in teachers work in your HE institution?

Prompt: working hours, students' feedback

Evaluation of TNE curriculum

10.How the quality of the TNE curriculum is evaluated?

Prompt: teaching performance, learning outcomes, teaching and learning materials?

11.Who takes the leading role in the evaluation of the TNE curriculum?

12.Have you ever been involved in the TNE evaluation? If yes, examples?

13.Have any of your students been involved in the evaluation? Examples of any positive or negative experiences?

Blue-sky thinking questions:

14.How to improve the quality of the TNE programme from the perspective of the TNE curriculum?

15.What is a good TNE delivery pattern in the Chinese context?

16. Is there anything else you would like to add? Would you comment on my research project?

Teachers' Semi-structured Interview Guideline

➤ **Objectives:**

To gain different perspectives on TNE curriculum design and delivery in China

➤ **Research instruments:**

Semi-structure interviews with local, fly-in and foreign module teachers.

➤ **Process:**

Part 1: Forms sent to the interviewee before the interview

- A TNE curriculum background information sheet
- The information sheet for the participant
- Participant Consent Form

Part 2: Self-introduction (10 mins)

- Definition of TNE (Transnational education refers to education provision from one country offered in another);
- Research project briefing including research aims and significance

Confidentiality:

- Anonymise any names of individuals or organizations referred to in the interview
- Check if mind interview being taped
- Ask if you want to check the transcript

Today's interview:

- To understand individual's perspectives on TNE curriculum and pedagogy, which should be at the core of the development of TNE in China.
- About an hour in length.
- Feel free to ask questions and make comments and suggestions on the PhD project.

Part 3: Module teacher's perspectives and experience (60 mins)

Topics:

TNE module design

1. Have you participated in the design of the TNE module with the module leader from the partner university? What's your role, if yes?

2. What are the challenges/ difficulties in the design of the TNE module from your perspective? Any examples?

Prompt: direct introduction, any adaptation or replacement

3.How do you negotiate to deal with those challenges? Examples?

Prompt: active role or passive role?

4.What's your experience of working with flying-in teachers? Examples?

5.Do you have any comments on the existing TNE modules? What feature is the most beneficial to the students? What needs to be improved?

Pedagogy

6.How do you deliver a TNE module in class? How is it different from teaching in a Chinese module?

Prompt: teaching method, assignment,

7.Do you teach in English or use both English and Chinese in the lectures? Why?

Prompt: any advantage or disadvantage in using Chinese in the classroom? Example for your experience.

8.What are the challenges/difficulties in teaching in the TNE module?

Prompt: language or content?

9.How do you deal with these challenges? Examples?

Evaluation of TNE module

10.How a TNE module is evaluated?

Prompt: teaching performance, learning outcomes, teaching and learning materials?

11.Do you have any comments on the criteria of evaluation of a TNE module? Any improvements?

Blue-sky thinking questions:

12.How to improve the quality of the TNE programme from the perspective of TNE module design and pedagogy?

13.Is there anything else you would like to add? Would you comment on my research project?

Student Questionnaire Template

My name is Min Tang. I am conducting a PhD project in Sheffield Hallam University, UK. The title of my PhD project is 'Transnational Education (TNE) in China: Perspectives on TNE Curriculum Design and Delivery'.

The working definition of TNE is 'education provision from one country offered in another...includes a wide variety of delivery modes including distance& e-learning; validation & franchising arrangements; twinning & other collaborative provision' (British Council, 2014).

Thank you for agreeing to take part in this survey. It asks about your perspectives and experiences of the International Business and Trade TNE programme you are studying in. Your completion of the questionnaire will greatly further my understanding of students' views and experiences of TNE programmes.

- To answer the questions, please tick the box next to the answer(s) that apply or write your answer in the space provided. Unless the question allows you to tick several answers, please just tick one box per question.
- When you have completed your questionnaire, please return it to myself.

Section A : A little about you

Q1: Are you

Male ...☐ Female...☐

Q2: Where are you from? Please write down the name of the city:

Q3: Which year are you in for your current course?

1st year ...☐ 2nd year...☐ 3rd year ...☐ 4th year...☐ graduated from the programme...☐

Section B: Your opinion of this TNE programme you are studying

Q4: How did you know this TNE programme? (Multiple answers)

From parents☐ From the promotion of CI3 (real name in the actual survey).....☐

From teachers☐ From other TNE students.....☐

From consulting sessions....☐ From College Entrance

Charter.....☐

Other: Please specify:

Q5: To what extent do the following factors affect your choice of this TNE programme?

Please rate the factors from 1 to 9

Be interested in this subject area.....☐ The most important factor The least important factor

Be interested in obtaining dual degrees

without going abroad.....☐

Be attracted by the reputation of CI3.....☐

Be attracted by the reputation of FI3.....☐

To hunt for better jobs in China.....☐

To hunt for better jobs overseas☐

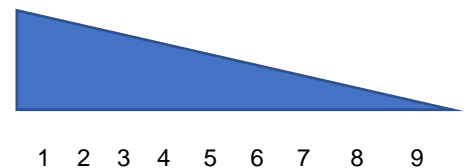
To take further graduate programme in China.....☐

To take further graduate programme

in other countries.....☐

Parents' choice.....☐

Other: Please specify:



Q6: What are required for obtaining BA degrees of FI3 (real name in the actual survey)? (Multiple answers)

English proficiency☐ Academic performance.....☐

No particular requirements.....☐ Other: Please specify:

Q7: Are you interested in studying in FI3?

Yes.....☐ No.....☐ Not sure.....☐

Q8: How long would you like to study in FI3?

4-8 weeks☐ 1 semester.....☐

Half year.....☐ 1 year☐

2 years.....☐ Not applicable.....☐

Other: Please specify:

Q9: Based on your experience in the TNE programme, will you recommend this programme to someone else?

Yes.....☐ No.....☐ Not sure.....☐

Section C: Your opinion of TNE curriculum

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know/no opinion
Q10: How would you rate TNE curriculum for						
Improving necessary skills useful for your employment in China..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving necessary skills useful for your employment in other countries..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing useful knowledge for your further education in China..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing useful knowledge for your further education in other countries..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving your English proficiency..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q11: To what extent has this curriculum met your expectation? <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section D: Your opinion of TNE teaching methods

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know/no opinion
Q12: How would you rate your local teachers for						
Providing you with sufficient Chinese knowledge of the subject..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing you with sufficient Australian knowledge of the subject..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using teaching materials from FI3 directly..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapting Australian content to your local needs..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying attention to the cultural context in teaching..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging seminars and group discussions in class..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying attention to the interaction in class..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you opportunities to raise your questions anytime in class..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering your questions to your satisfaction..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing your assignments by giving detailed feedback..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging tutorial apart from lectures..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q13: To what extent have local teachers' teaching methods met your expectation?..... <input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14: How many flying-in teachers come to teach your programme from FI3?

None.....☐
 Less than one third of all teachers in your programme.....☐
 More than one third of all teachers in your programme.....☐

Q15: In general, how long will flying-in teachers teach in your University?

1-4 weeks☐ 5-8 weeks.....☐
 1 semester.....☐ Half year.....☐
 1 year☐ Not applicable.....☐
 Other: Please specify:

Q16: Are there any teachers from other countries teaching TNE courses?

Yes.....☐ No.....☐ Not sure☐

Q17: How would you rate flying-in teachers/ foreign teachers for

	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	Fairly dissatisfied	Very dissatisfied	Don't know/no opinion
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Providing you with sufficient.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australian knowledge of the subject.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being familiar with Chinese context.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using teaching materials from FI3 directly.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying attention to the cultural context in teaching.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapting Australian content to your local needs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging seminars and group discussions in class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paying attention to the interaction in class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving you opportunities to raise your questions anytime in class.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering your questions to your satisfaction.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing your assignments by giving detailed feedback.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arranging tutorial apart from lectures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q18: To what extend have flying-in/foreign teachers' teaching methods met your expectation?

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Q19: In general, what instruction language do local teachers use in teaching?

English.....	<input type="checkbox"/>	Chinese.....	<input type="checkbox"/>
Dual languages but more English.....	<input type="checkbox"/>	Dual languages but more Chinese.....	<input type="checkbox"/>

Q20: In general, which instruction language do you prefer in class?

English.....	<input type="checkbox"/>	Chinese.....	<input type="checkbox"/>
Teaching in Chinese, but slides in English	<input type="checkbox"/>	Teaching in English with Chinese translation.....	<input type="checkbox"/>
Other: Please specify:			

Q21: What were the challenges that you have encountered during your study? (Multiple answers)

Difficulty in understanding English that teachers used in class.....	<input type="checkbox"/>
Difficulty in meeting the language requirements of obtaining BA degrees of FI3.....	<input type="checkbox"/>
Difficulty in meeting the academic requirements of obtaining BA degrees of FI3.....	<input type="checkbox"/>
Difficulty in understanding the learning materials in English (textbooks, reference books).....	<input type="checkbox"/>
Difficulty in understanding the lectures in English (slides, teaching content, assignments).....	<input type="checkbox"/>
Difficulty in doing the assignments in English.....	<input type="checkbox"/>
Difficulty in accessing relevant learning resources.....	<input type="checkbox"/>
Difficulty in applying knowledge learnt in the Chinese context.....	<input type="checkbox"/>
No interest to learn Australian content.....	<input type="checkbox"/>
None.....	<input type="checkbox"/>
Other: Please specify:	

Section F: Your opinion of TNE curriculum evaluation

Q22: How often have you been asked

	Frequently	Sometimes	Occasionally	Never
To give your comments on TNE curriculum content.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To give your comments on TNE teaching methods.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23: Who invited you to comment on TNE curriculum design? (Multiple answers)

Teachers from CI3.....	<input type="checkbox"/>	Teachers from FI3.....	<input type="checkbox"/>
Administrators from CI3.....	<input type="checkbox"/>	Administrators from FI3.....	<input type="checkbox"/>
Provincial education department	<input type="checkbox"/>	Not applicable.....	<input type="checkbox"/>
Other: Please specify			

Are you willing to participate further in my research, such as join in a focus group discussion?

If yes, please provide your name and your telephone number:

The information you have provided on this questionnaire is subject to the Data Protection Act 1998 and will not be used to identify you personally. The data will only be used for my PhD thesis. If you have any queries about this survey or how your data will be used, please contact my supervisor, Dr. Ning Tang, at Sheffield Hallam University via email n.tang@shu.ac.uk.

Please return the questionnaire to me. THANK YOU!

Min Tang
Faculty of Society and Development
Unit 7, Science Park, City Campus, Sheffield Hallam University, Sheffield, S1 1WB, UK
Tel: + 85 15850868115 (China)/ +44 (0)7874 091609 (UK)
Email: Min.Tang@student.shu.ac.uk

Appendix H Sample Extracts of the Interview Transcripts

Extracts of an interview with CI1 teacher 1

Extract I

Min: What are the differences between the regular ECE curriculum and the TNE curriculum?

Teacher 1: There is a big difference. The national contexts are different, and the training targets are also different. As a result, the curriculum is completely different. We feel great, great pressure. At first, we did not have a good understanding of the training goals of the ECE course in Canada. Later, I went to FI1 for an exchange, only to find a community college, mainly providing short-term training courses. FI1's two-year ECE program is not to train what we call kindergarten teachers. Instead, I think they mainly aim at training students to be teachers in early education institutions. It is very different from ECE concepts in China. I saw the children where FI1's students go for internships and apprenticeships are basically from zero to four years old or one to four years old if they are not zero years old. Maybe in Canada, children could enter public kindergartens or schools at the age of four or five. In their public schools, elementary school and kindergarten are linked together. So, the requirements for being a teacher in kindergarten may be as high as those for teachers working in elementary school. A bachelor's degree may be required. However, I found the students trained in this ECE programme could just work as assistants instead of teachers. According to the national conditions of our country, our ECE teachers are in great short. Our (CI1's) students in three-year ECE course were trained for the education of children from three to six as teachers. Regarding different training objectives, it is easy to find that there are differences in children's age. Upon graduation, FI1's students are trained for children aged one to four. Our students are trained to be the regular ECE teachers teaching children from three to six years old. You see, there are many modules concerning babies and toddlers in their (FI1) curriculum. They are missing from our curriculum as they could not be applied in the working place. We will not learn it. This is one of the age differences. Another difference lies in the curriculum system. Our curriculum

is mainly designed according to the kindergarten education guidelines. Maybe influenced by the Soviet Union earlier, it (our curriculum) emphasizes the systemic nature of the discipline, such as children's language education, art education, health education etc. It emphasizes children's disciplinary education. Their (FI1's) curriculum seems to be different. It is designed according to characteristics of people's age, focusing on environment and education for infants, toddlers and preschoolers. In addition, definitions of preschoolers are not the same. Preschooler there (in FI1) refers to the children of two and a half years old to four years old. However, preschoolers here refer to the children of zero to six years old. They are completely different. Another biggest feature is that Canada is a developed country, and our country is a developing country. Chinese ECE teachers are trained mainly for the need of normal children. We had special education schools for special children. Furthermore, there are many children in a kindergarten here. There may be 30 to 40 children in a class. We consider more about those normal children, such as organising activities and taking care of and educating them. As for Canada, they seem to have a small population. There are very few children in these early education institutions. They (FI1's country) do a good job in the inclusive education of normal and special children. So many of their modules are designed around children with special needs, such as special children, children with autism, and supportive teaching. They are all about how to provide unique counselling and support to those special children. However, our modules rarely touched on this area. Taking the module *Creative Teaching Strategies* I teach, the module system is almost similar to our knowledge of five major areas. In other words, the module introduces some language activities, sports activities, mathematics activities, literature activities. They are in line with activities designed according to five major areas here. Researchers from various countries worldwide reach a consensus in theory about the main areas concerning children's development. I did not change so much in this module. However, I had another module called *Environment for School-aged Children*. In this module, some things are not very practical in our country. It focuses on how teachers organize activities before and after school. For example, if parents send their children to the kindergarten in advance or three or four o'clock after school, how do teachers help children organize them? However, in our country, as long as you (children) enter kindergarten, the teacher has organized activities. There

is no need to address the before-school activities specifically. In addition, everyone comes to school at a similar time, between 7:50 and 8:30, so the teacher will not pay attention to these activities. Regarding after-school activities, because it is not allowed to charge extra fees for the interest class and extra-curriculum activities, kindergartens here stop them as well. Meanwhile, some kindergartens have flexible off-school time. Teachers could take care of children if the parents are slightly late. Almost few kindergartens have specially designed some activities for children to stay and participate in after school. This module is about after-school activities. This module introduces activities for kindergarten children and some elementary schools, including inviting parents as volunteers and taking activities in public education institutions. On the contrary, in China, we have begun to pay attention to this flexible off-school time in the past few years. However, we overlooked that before. It also enlightened us on making children spend more meaningful time after school without increasing the financial pressure on parents. At the same time, teachers will not feel to work overtime. Though these practices are inspiring, our country has not given much consideration to this aspect. Going back to the module *Creative Teaching Strategies*, teachers are more flexible in organising language, maths, and physical activities because of the small number of children in one class there in Canada. When we visited an early education institution there, we found there were only three classes. Each has about ten students. The teachers had a close relationship with the children. A teacher may take care of four or five children, organize games or take them out for a walk. However, the teachers can't carry out an activity too casually in the kindergartens here. If so, the class will be chaotic. Teachers will not be able to organize teaching activities. So here in China, we use collective teaching methods to organize language, science and mathematical activities. This kind of teaching activity may not be paid much attention abroad, but it is still more important in our country. It is an efficient teaching method in kindergartens. It emphasizes a standard activity design from how to introduce it, how to attract children, how to show the contents, how to guide learning, and how to make an extension or summary. But in their (F11's) textbooks, there is no description of how to organize children to do such formal activities.

Min: Just now, you talked about some differences between FI1's and CI1's modules. When you were asked to teach these FI1's modules, how do you deal with these differences? Will you teach them directly without any change or will you make some adaptations?

Teacher 1: First of all, we need to know where our students will work in. We all know that students who chose this course will rarely work in Canada. Most of them will work in China. We need to serve students' future employment. Though we teach their (FI1's) modules, we adapt them anyway. We introduce some of FI1's good practices and new things. At the same time, we also teach the knowledge and skills that students need to work in China. For example, I will introduce our practices and how Chinese ECE teachers conduct collective language and mathematics teaching activities. There is one more important issue. It is the most important issue that our students could directly get ECE teachers' qualification certificate after graduation a few years ago. Since 2015, they could not have this certificate directly unless they take part in national ECE examinations and interviews. If they fail to have this certificate, they could not become a kindergarten teacher in China. Our curriculum tends to provide students with more support on passing the exams and obtaining the qualification certificate.

Min: Were your adaptations approved by CI1's senior managers or FI1's?

Teacher 1: In fact, FI1 conducted the quality control trip, expecting to see that you (CI1) are carrying out their syllabus. They mainly gave us a course syllabus and teaching materials. We were asked to teach and assess students according to their standard. It seems that at least the students have completed FI1's modules. However, they did not have detailed requirements and did not supervise the teaching process. When we finish teaching the contents required by FI1, we add to teach Chinese ECE contents. At the institutional level, CI1 did not pay too much attention to teaching activities. He (CI1) might support it. I cannot say that he supports it. At least he did not oppose teachers' adaptations obviously. Because we will find that the students, in fact, are not very interested in FI1's contents. No matter from the perspective of culture or their future employment, students do not apply such knowledge. Instead, they are more interested in Chinese ECE knowledge.

Min: For example?

Teacher 1: TNE curriculum includes FI1's modules required to add by FI1, and CI1's modules, such as music, dance, and piano. Students are very interested in modules concerning ECE skills because they could apply them in their future workplace. In addition, they also need ECE skills to obtain qualification certificates of being ECE teachers and working in public kindergartens. In addition, compared with our understanding of FI1's knowledge, we are more proficient in teaching Chinese ECE knowledge. Students will be more interested in the knowledge that teachers could teach very well and vice versa. Another issue is teachers' training. If you want to improve the quality of TNE curriculum delivery, teachers' training should be paid enough attention.

Min: What kind of training do you mean? For example, the training of teaching contents or teaching methods?

Teacher 1: Probably both. MoE and PDE have requirements for teachers sent from FI1. However, actually, none of FI1's teachers came to teach here for various reasons. I have been to FI1 myself and got to know the situation of FI1's students, the employment context, FI1's modules and the teaching methods. At least, I have a bit of personal experience. However, most of our teachers have never been there. Only with a book teachers could hardly imagine how these modules were taught in FI1, including teaching methods and how to select the teaching contents. I think there is still a lot to improve.

Extract II

Min: In your opinion, compared with CI1's regular ECE students, what are the advantages and disadvantages of TNE students?

Teacher 1: Undoubtedly, students recruited by CI1's own ECE course have more advantages. Of course, we cannot rule out some outstanding students in the TNE programme. But overall, students in CI1's regular ECE students have more advantages in employment. Students' scores in NCEE are an important reason. Though scores may not necessarily represent students' abilities, they indicate students' learning ability and learning habits to some extent. Their scores are much higher than the TNE students, which shows that their learning abilities and habits may be better. In addition, CI1's own ECE course has a long history. Our teachers are experienced in teaching CI1's modules. So during the teaching

process, teachers could use more scientific, practical and flexible teaching methods to educate students. The modules they learn are also more systematic. Of course, the TNE students will be better because they have oral English modules taught by foreign teachers.

Furthermore, many of their textbooks are in English. Their English may be better in listening, speaking, reading and writing. As far as systematic ECE modules are concerned, they do not have sufficient training. I feel that most students working in kindergartens do not need to teach bilingually. When my students came back last time, their voices were dumb because they worked very hard in the kindergartens as children there were noisy. They were busy organizing activities all day, and there was no time for bilingual teaching. If they work in a public kindergarten, their advantages of language proficiency may not be helpful.

Extract III

Min: From a teaching perspective, coupled with your experience as a headteacher in the TNE programme, what is your opinion about why students chose the TNE programme as you said they were more interested in Chinese knowledge than FI1's modules.

Teacher 1: Although we did not discuss with the students in detail why they chose this TNE programme, you know the reason from their scores. Firstly, it is related to your (students) scores. The admission score of this three-year ECE course is higher among courses at the diploma level. Sometimes, it is close to the admission score of courses at the degree level in the third tier HEIs.

Min: Here, the admission score refers to that of CI1's ECE course?

Teacher 1: No matter our university or any other university within this province the ECE course has the highest admission score. These students are optimistic about the employment of ECE majors in the job market. Students majoring in ECE have been very popular in the market in recent years. It is a big province for ECE majors. Suppose they could obtain the authorization of being a kindergarten teacher. In that case, they could even have a salary of 70 thousand to 80 thousand every year, especially in the southern part of the province. They do not need to worry about jobs at all. I know a boy. He should have been admitted to an undergraduate university in another province. He just gave it up because the

BA degree course he was admitted into was on Arts, not ECE he wanted. Then, he chose our TNE programme. I asked him why he did not choose to study a BA course instead of the TNE programme at the diploma level. He said he just would like to study ECE within the province. He cared about the ECE subject area rather than the TNE programme. Secondly, students would like to learn ECE. Because of their lower academic scores, they aim at being kindergarten teachers rather than TNE. We did not recruit students at the diploma level after 2013. But before that in 2011 and 2012, We also had a three-year ECE course. It is impossible for them (TNE students) to study ECE with such scores. The admission score of CI1's ECE course should be around 280 points that year. Many of our TNE students may only have two hundred and forty points or lower. According to their scores, they can only study in vocational colleges and could not choose courses training teachers. Even for the TNE programmes in undergraduate HEIs, the admission score (of the TNE programme) is much lower than the corresponding regular course in Chinese HEIs. As far as I know, I have a classmate at Central China Normal University. They also had a TNE programme with Australia. Students could only be admitted into Central China Normal University when their scores are fifty or sixty higher than the first-tier university's admission line. However, if you choose the TNE programme, you could be admitted only when you reach the admission line of the first-tier university or could be lower. The tuition fee of the TNE programme is costly, which prevents most students who do not have economic affordability from choosing it.

Extract IV

Min: What do you think of the TNE programme?

Teacher 1: I am not sure why FI1 is active in doing the TNE programme for the TNE programme. I think economic profits drive him. I am also wondering why Chinese HEIs would like to do the TNE programme as well. There may be some policy support from MoE, such as encouraging 'going out and bringing in' and strengthening cultural exchanges. At the same time, each HEI wants to take advantage of the TNE programme to enrich school-running modes and make economic benefits. There is particularly more TNE programme in this province.

As for FI1's supervision on the TNE programme, they did not participate in management, at least in our school. This is what I understand. Some other HEIs in Shandong Province and Henan Province came to learn from us to deal with their confusions, such as how to teach FI1's modules, how to do the exams, and what textbooks to use. They may be more confused about it. That is the reason why they came to us and learned from our experience.

Min: Just now, you said FI1 had a quality control trip to supervise teaching activities here. How could you meet students' needs of hunting for jobs and taking exams to obtain ECE certificates on the one side and meeting FI1's inspection requirements on the other side?

Teacher 1: In fact, meeting their inspection requirements is not particularly difficult. At least what we are currently doing is quite in line with their needs. They always expressed their wishes to continue cooperation with us. That is the reason why every time they were satisfied with us. When they came here, they mainly check the teaching portfolio. We prepared them one by one according to their requirements, At least our portfolio is more standardized.

Min: For example? What kind of teaching paperwork will they check?

Teacher 1: They focused on the teaching portfolio. For example, unlike CI1's traditional practices, students' final scores consist of several items in the exams. Students are required to submit a report or an essay. Sometimes, there will be some quizzes. Each report or quiz account for a certain percentage, ranging from 10% to 30%. In the end, there may be four to five grades to make up the total score of this module. Then we will ask students to do reports, take quizzes, and write essays according to their requirements. They feel our practices meet their requirements. Of course, they (FI1) will observe one session. We would teach with the slides they (FI1) provided or invite foreign teachers to teach or invite the local teacher whose English was good. As far as the session that FI1 observed, they can make FI1 feel that we are teaching according to their requirements, so they are satisfied.

Min: What about daily teaching activities? Any challenges?

Teacher 1: We have many teachers. There is maybe more than a dozen. I am not very clear about every teacher's practices. I could not teach bilingually. In other words, I cannot teach students in English. I am not good at English. I can understand their textbooks and teach the fundamental contents. Another

important issue is that many teachers do not know what to teach because of their own educational background. This is difficult. We have not studied abroad in Canada. We are not very clear about FI1's educational system. Taking the module *School Aging Environment*, I taught, for example, I just have a superficial understanding of their textbooks, what skills students want to master, what knowledge they will acquire, and how to apply them in practice. These are very superficial, which could be achieved by reading books. Teaching our modules is quite different. How do we achieve a deep understanding? First of all, we were educated by this system. I knew how our teachers taught us. At the same time, we had our local kindergarten to visit frequently. Because PCK is highly advocated in the current curriculum, which is about subject-related knowledge. Each subject consists of knowledge of the subject itself and knowledge of teaching. So, when I teach *Knowledge of Preschool Children's Art*, I have to understand the knowledge of art. I also need to understand the knowledge of art education. Then I also need to understand how kindergarten teachers conduct art education. However, I cannot fully understand it just by reading a book. I will go to the kindergarten to see how their kindergarten teachers really teach, what skills they might use in their reality, what dances and songs they use, and how do they organize painting activities? It is of great value to my module. But when we taught FI1's modules, none of these was available. In one of FI1's assignments, students were required to submit a video about the activities of special children. You know, in our culture, it was quite difficult for our students to get in contact with the special children, let alone taking a video and editing the video. If I just read a book, it is hard to understand FI1's requirements and goals. I do not know how to teach it to the very best. If I read a Chinese book, I can finish one in a day. The main content is clear on the surface. I can also find some related reference books, such as videos or lesson plans. However, reading English textbooks seem to be very laborious and I had to translate them. This workload is very large. In the beginning, for ensuring teachers' more time to prepare lessons, a teacher would be asked to teach one FI1's module per semester.

Extracts of an interview with CI2 Manager 3

Extract I

Min: You talked about the strict control from the MoE. In terms of control over the application of the TNE programmes and supervision of implantation of the TNE programmes, could you explain more about it?

Manager 3: When you apply to establish the TNE programme, it is just an application. You can write anything you want in the application. After all, he (MoE) does not know the situation of implementation. MoE will approve it first and then ask us to do the annual report. Previously, one report to MoE is requested every four years. Now every TNE programme should be reported to MoE every year. All of us are very busy during the winter vacation as we are doing self-assessment and self-evaluation reports. In the past, MoE organized experts across the country to conduct assessments every four years. We had to submit a lot of materials. MoE is too busy to deal with so many TNE programmes. Now we are required to report annually. Anyway, he has a database for the information you report. You can polish some places. However, you cannot do that towards the teaching affairs. He (MoE) has his own way of knowing it because he will survey students. For example, there are four modules in one semester. Six teachers are supposed to come in the first year. You (Chinese HEIs) can write even ten modules conducted by the foreign teachers or anything you like in the report. However, MoE will know the real situation from our students. For example, he will distribute the questionnaire to our students individually and confidentially without letting us know. I know it because I have been a member of the expert review panel. From the form he sent to the expert for revision, you know the first category is to check the self-evaluation reports from HEIs. The second category is to check students' survey. If what is said by HEIs in the report is different from what the students said in the survey, MoE will take a zero-tolerance approach to any difference. This is what we are worried about. University will be disgraced once vetoed by MoE. We will not risk it. MoE will stop your TNE programme. University will also criticize us for falsification. We will never do that. We need to follow these 4*1/3 requirements, honestly. I think it is a virtuous circle.

Min: As you mentioned before, this TNE programme on EIE is relatively strong, while the TNE programme on a pharmaceutical project is relatively weak. You said sometimes you were not able to meet MoE's requirements. How to deal with it?

Manager 3: We just met the standard in the previous annual report. It is hard going this year. FI2 has informed us that they can't send teachers to teach the senior students here. What can we do? As I told you just now, I have to meet the requirements in the self-assessment report anyway. Otherwise, the TNE programme will be cancelled. We have our requirements, but the foreign HEI cannot send us the ideal number of teachers we required. We are under great pressure. In March next year, I have to submit the self-evaluation report for this year. Last semester, FI2 sent one or two teachers, but he (FI2) told me that he could not do it next semester. These two teachers cannot satisfy my one-third requirement. Isn't it easy for me if you (FI2) could send more teachers? If not, I am feeling so much pressed. I employ teachers through educational agencies, and we pay a lot. Or I contact teachers of our other TNE programmes. I negotiate with our American partner university and see if they can send their teachers here. I expect they could teach here for four weeks, but if they cannot, three weeks are also fine, depending on our negotiation. There are some things that you cannot be so serious. Of course, I hope to be able to make the fly-in teaching schedule stable so that the students can digest and absorb the knowledge (of the foreign modules) better. However, the fly-in teachers only agreed to come here for three weeks. It has to be so. My purpose is to pass the evaluation. I need to pass it first. Under such circumstance, quality should not be the first consideration, right? Anyway, we need to find a way out, though it is not a perfect way. If your teachers cannot come to teach here, how about your PhD students? Don't you have doctoral students? You send your doctoral students if the postgraduate students are willing to come. PhD students are capable enough to teach our students. In these ways, we did not violate MoE's requirements for the foreign teaching resources. For our students, they welcome and prefer young teachers. We could not conclude that young teachers are not better than advanced teachers. Perhaps there are some differences in abilities to do scientific research, but doctoral students have no problems at all teaching our undergraduates professional modules.

On the contrary, they are more popular among students. It varies from person to person. This is how we deal with it. I do not know the situation in other schools. Indeed, by the time we do this report in March next year, I will need to have four teachers, as required by MoE. If not, I will try my best to find ways to reach it.

Extract II

Min: In the Chinese context, what do you think of the future development of TNE as just now you mentioned that you intended to do TNE institutions?

Manager 3: I think it will be good. From the documents of the Ministry of Education (MoE), TNE is greatly encouraged. Such exchange activities must be a trend. For more and more parents, TNE is no longer a new thing. Understanding and recognition of TNE are getting deeper and deeper. The students would like to look outside and see the world. Parents and students' needs are consistent. As far as higher education institutions (HEIs) are concerned, none of them would like to close their door to run education. It is well known that the roles of HEIs are to train talents, serve the local regions, do scientific research. Now the internationalization of colleges and universities has been listed as its fifth role. What does it mean? What is internationalization? The internationalization of education has many aspects. Of course, we recruit international students. This is also one aspect of the internationalization of education. Our students must be trained to have a global vision. This is also an aspect of internationalization. How can they have an international vision? Learning English is one aspect, but it is too limited. In our days, learning English was a closed-door practice. Now we want our students to go out. There are many ways to go out. One of them is TNE. I think it is the most appropriate one. We have the connection of the previous curriculum system and the immersive learning in a foreign environment in the last year. Parents and students are very pragmatic. They focused on whether they can get two degrees as two degrees can improve their competitiveness. We do not have any reason for not developing it. From my point of view, we do not have any reason to slow down or stop the develop TNE programmes and institutions except for a bit higher tuition fee. Parents now are really clear about why they save money. Everything is for the education of the children. It is worth noting that the social recognition of TNE is increasing year by year. My son is also studying

in a TNE programme in Nanjing. Previously, parents did not know much about TNE, and many thought it was cheating money. However, with the development of TNE, parents' recognition is now higher and higher. Under such circumstances, the needs of HEIs, students and parents are inconsistent with the national policy. Under the control of national policies, the speed of Sino-foreign cooperation in running schools will not be slow. Instead, it must be more and more standardized. Why? I know that the TNE programmes at the degree level should be applied to be approved by MoE. Now, the Zhejiang Provincial Department of Education has been granted more autonomy to the approval of the TNE programmes. I think so will be our province sooner or later because it is a province with many TNE programmes. It was just a matter of time. Overall, TNE is now encouraged by the governments at the national level. At present, from a policy perspective, the general attitude is still encouraging. Parents' needs are getting higher and higher because everyone's lives are getting better and better. From HEIs' perspective, when talking about internationalization, TNE is also mentioned. If any Chinese HEIs do not have a TNE programme, the president will be embarrassed. Others will ask why you have not had the TNE programmes? This province did a very good job in running TNE. There are more than 400 projects. Other provinces are not so good with so many illegal actions. It is not good to talk about it here. We all say we need to learn advanced experience. But in this process, there must be bad things. I think it is step by step. No matter from which aspect, TNE does not have any sign of slowing down. They are becoming more and more standardized. This is a must.

Min: But in recent years, the number of TNE programmes approved by MoE has decreased significantly. What is the reason?

Manager 3: It is usual for this province to approve two or three TNE programmes every year. Though there are many applications of new TNE programmes, PDE will not approve so many at a time. Unlike five years ago, PDE applied 30 TNE programmes for MoE's approval at once. Now there are only ten applications of TNE programmes a year. Does this mean that everyone's enthusiasm has faded? This is not the truth. It is because MoE has more restrictions on subject areas. You do not need to even think of applying for approval. MoE is regulating the subject areas, like computers and business, as every university has it. He (MoE) will neither let you apply nor approve your applications. Instead, MoE encourages

applications in subject areas like new energy, new materials, and high technology. However, some HEIs do not have such courses. How could they apply? No application. We could not conclude to say HEIs' enthusiasm decreases as the number of approved TNE programmes decreases. Things are not like this. Recently, MoE just issued a policy in 2017 requiring that the guiding ideology of TNE is 'self-centred'. Now the country is actively promoting the '4+0' TNE model. Our pressure is getting greater because it is more difficult to find a matching foreign institution.

Min: So, does CI2 have any new plans to apply for a new TNE programme in the future?

Manager 3: Business-related subjects are restricted by application policy, so we will not do them. In the future, we will still combine our traditional advantage courses, such as the chemical industry. We already had it, and we also had electronics. We want to find foreign institution partners in machinery, environment and other courses as mechanics is the traditional advantageous course in our school. In addition, we want to try some new subject areas, such as our art school. In fact, next, I want to do TNE institutions because MoE will not approve a new TNE programme easier. Furthermore, we already had five projects. In this province, we have had many TNE programme. If I do the TNE institutions, I can expand the existing TNE programme to three more and even more four courses. To tell you the truth, we nearly reached an agreement. We will have a face-to-face talk on TNE institutions next Tuesday. We could take advantage of the TNE programme to expand to three or four other courses in art. What is more, art is encouraged to develop by the State. These are what we want to try in the next step.

Min: What are your considerations when you choose the subject areas for TNE programmes?

Manager 3: First of all, at the institutional level, when you apply for a TNE programme, you need to consider whether you have advantageous teachers in this area and whether your teachers are strong enough. This is a key point in your application. Secondly, you have to consider the job market. If the students cannot find jobs upon graduation, the TNE programme can just recruit students for one year, and no more students will be recruited in the future. We also need to survey our graduates' needs because our school is in the Yangtze River Delta region

because our school is in the Yangtze River Delta region. What is the employment situation of the students in this area? This is an analysis of the feasibility of the TNE programme. Therefore, for the application of a TNE programme, we have prepared a lot of materials. Our international office does not conduct an analysis of feasibility. Their professionals of the corresponding courses do it. Though art is an emerging discipline in CI2, we focus on whether the graduates' employment and local needs are good. We will do the need analysis. You definitely need to consider it. MoE is cutting down the TNE programmes, which do not have a job market. Why he approves the new TNE programmes while cutting down? The only and the most important reason is the need analysis. If this kind of talent is badly needed in your area, the university will cut the other courses off and let you apply. That is the reason why the university needs to do the need analysis. Such practices could be applied to TNE applications. All schools make great efforts to introduce resources to train and cultivate talents needed by the market, including all courses in art school. Yes, our professional art standard is very high, but art course has only been established for three or four years. We think this gap is too big. We have spent huge sums of money to develop art course. We brought doctors from the Tchaikovsky Conservatory of Music in Russia and the winners of national and world competitions. Our teachers are of high quality. My students' employability is good in the local market. My foreign partner institution in Russia is a traditional art institution. More importantly, it is from the foreign countries in the list of the national policy of 'the Belt and Road'. I thought it was a good choice. Only in this way could I secure the success of the application.

Min: What are your considerations of choosing the foreign partner institutions in English-speaking countries and non-English-speaking countries?

Manager 3: Of course, for us, it is ideal to cooperate with English-speaking countries. After all, our students have learned English for so many years. However, unfortunately, there are many conditions that you could not meet. For example, if you want to find an art course in an English-speaking country, would they like to cooperate with us? Are they strong enough? If they are not strong enough, I would not like to cooperate with them. Am I straightforward? You know, there have been many TNE programmes between China and English-speaking countries. Will MoE approve more TNE programmes? If we reach an agreement

on TNE cooperation, what if MoE does not approve it? If not, what are we busy doing?

Extracts of a follow-up interview with CI3 student 1

Extract I

Min: Can you explain more about your response to the question concerning the motivation for choosing the TNE programme in the questionnaire?

Student 1: I prioritized considering the reputation of CI3 when I chose the TNE programme. This TNE programme has the lowest admission score among the first and second tiers of HEIs. CI3 is the best HEI that my score (of NCEE) could reach. This is the first point. Secondly, I was aiming at employability. I selected CI3 because my scores were not very good, so I did not plan to study further overseas. Since I studied in this TNE programme, my English language proficiency has been improved after three and four years of English training. I think it is fine if I could study abroad after all I studied really hard. I knew it was a '4+0' TNE programme when I selected it. At that time, my English was not so good. It is better for me because I do not need to study abroad. Anyway, my original intention of coming here was for CI3's degree. To be honest, I did not think too much at the very beginning. Until I chose the TNE programme, I got to know FI3 and the cooperative model. Actually, I googled FI3 on the Internet, and it was said to be an unaccredited HEI.

Min: Why did you insist on choosing it?

Student 1: I select the HEI aiming at getting a good job. FI3 cannot help me to get a job in China. Instead, I could find a job easier with CI3's reputation. So, I do not really care what kind of HEI FI3 is.

Extract II

Min: In the questionnaire, you ticked that you are dissatisfied with this course's Chinese and foreign knowledge. What is your reason? Can you give me some examples?

Student 1: What the Australian side provides to us is nothing special. I just have general international background knowledge. Previously, there was a law module using Australian textbooks. I did not learn this module, but my senior classmate learnt it. This module was cancelled because Australian laws are different from

ours and are not applicable in the local context. My senior sister learned it hard. Quite painful. I do not know why we should learn this kind of thing. Later, we cancelled the Australian law class and added the Chinese law module instead. In fact, I thought about this question carefully. I did not fully understand the professional knowledge in the Chinese context. Furthermore, I did not know what was happening in Australia, such as employability and employment rate there. The local Chinese teacher did not tell us the employment rate is in China, nor did they analyze it for us. The Australian side did not tell us whether this young man in Australia could find jobs. What I only know that the unemployment rate in the world is getting higher and higher. Except for this kind of background knowledge, I do not know anything else. I just found the knowledge I learnt is very general. They are not necessarily Australian books. In fact, American books can be used, and British books can also be used because the knowledge is similar. I do not feel anything special.

Min: In the questionnaire, you are also most dissatisfied with the TNE curriculum because these modules do not provide the necessary knowledge for further studies?

Student 1: I am dissatisfied with it as there are more modules in the TNE curriculum than the other courses in the Business School in CI3. When many of us are preparing for the postgraduate entrance examination, the fly-in teachers come to teach and do not allow us to skip classes. They do not know our postgraduate entrance examination or our preparatory status for a postgraduate entrance examination. They will fail us as long as we do not attend the module. The local teachers are different. They know that we are in the postgraduate entrance examination and will not be so that strict.

Min: In your opinion, what is the training objective of the TNE curriculum?

Student 1: It (the TNE programme) mainly provides us with a chance to go abroad, such as training us how to make presentations, how to write essays, and how to write standard essays. In fact, the TNE programme strongly discourages me from taking the postgraduate entrance examination in China. We need to attend a large number of Australian modules. It will not be easier until the first semester of the fourth year. You (students) do not have time at all if you want to take a postgraduate entrance examination. Because we used foreign books, the teachers could not explain the knowledge in-depth, and our understanding is

superficial. By the way, do you know how the fly-in teachers deliver the module?

Min: Could you please introduce it a bit more?

Student 1: The fly-in teachers did not teach here until this semester. This is the third year. In this TNE programme with FI3, there are no foreign teachers coming here in the first year because these are general education modules. In the second year, there are we call A type of modules. Though foreign books are used, they are taught by Chinese teachers. In the third year, for example, this semester, the foreign teachers begin to come over. Each came here for two weeks for each module and then left, just for two weeks. There are four fly-in teachers in total. Every time, they come here for two weeks. The Chinese teachers follow the foreign teachers' schedule. If the foreign teachers are available to come here, they will teach first, followed by the Chinese teachers. If the foreign teachers are not available during this period of time, the Chinese teacher will teach first and stop when the fly-in teacher comes. When he leaves after two weeks, the Chinese teacher will continue. Has no one complained to you before? I find it amazing. As you know this delivery model, I think it's very strange that it is completely up to the fly-in teachers' availability. It is not difficult to understand the fly-in teachers' teaching. After all, they have been teaching the international students. Their speaking speed can also make us understand. However, their teaching schedule here is so tight and just two weeks. In addition, I find that the quality of the fly-in teachers is uneven. Some teachers are more responsible and may finish teaching the whole book in a quick way. Some are irresponsible. They just teach what will be examined in the tests or whatever he wants to or just read the chapters. That is it.

Min: Let's talk about different types of modules separately. Could I start with the general education modules? You just mentioned that your English level would be higher than other students. Anything to do with more English modules in the TNE curriculum than the other courses?

Mable: Not really. When we were freshmen, we had *College English* with other CI3's students. We only had one more specialized language module called *Professional English*. It teaches us how to write an essay and how to make a presentation. In addition, there is also a so-called IELTS module, which is just like *College English*, with no difference. Our language abilities should be trained

by our teaching materials, examinations (in FI3's modules). We have to use English. Our language abilities are improved anyway.

Min: Next, could you talk more about 'A' type of module, which uses foreign textbooks and is delivered by the Chinese teachers. Will the Chinese teacher make any adaptations to the content of Australian modules?

Student 1: It depends. Some teachers will make some adaptations by adding some Chinese knowledge. However, 80% to 90% of Chinese teachers follow the script to teach. I think it is boring. What is the use of reading books? I can read it myself.

Min: The next part is about the professional core modules, in which the fly-in teachers collaborate with the local teachers. Do you have any comments?

Student 1: This is the part I want to complain the most. In my opinion, they did not cooperate at all. It's terrible. Taking one module for example, the fly-in teacher will deliver the module every morning for two consecutive weeks. Regardless of whether the Chinese teachers teach before him or behind or interspersed in the middle, there is no teachers' collaboration at all. The fly-in teachers teach according to their schedule, and the Chinese teachers have their own teaching schedules. That is, for the same course, there are two teachers with a different teaching plan, and we are taught twice. I can understand the content taught by the fly-in teachers. I do not need you (the local teacher) to teach me for the second time. Or the Chinese teachers teach all the content. The foreign teachers do not need to come at all. I do not understand why really.

Min: As far as this form of teachers' collaboration, which do you prefer? The fly-in teachers' teaching or the local teachers' teaching?

Student 1: I prefer the fly-in teachers' teaching. We understand the contents that the fly-in teachers teach us. They could also bring us more international knowledge because they worked in different countries. Regarding the Chinese teachers, CI3 has some strange regulations. CI3 requires that all Chinese teachers should teach in English, which is very strange. Because the Chinese teacher's English is not very good, it is also difficult to understand them. They could not use or speak English as fluently as the fly-in teachers. They just pop out one word by one word. I cannot hear coherent sentences. It is useless, I think. Why cannot you teach me the knowledge in Chinese? We are all Chinese, I have had this question. So far, I have not met a Chinese teacher who can teach in

English. They do not have such capabilities. If they have the ability to teach in authentic English, it is, of course, good. But if they do not have this ability, why do they have to use English? From a student's perspective, I hope that I can have a good education and understand the contents that the teachers teach. I feel that Chinese teachers use foreign textbooks to teach, but they cannot speak English that people can understand.

Extract III

Min: Go on with your answers to the questionnaire. In terms of whether the TNE curriculum met your expectations, you are neither satisfied nor dissatisfied? Could you explain more about that?

Student 1: I did not have high expectations when I chose this programme. No high expectations, really. When I chose it, I also read blogs online where senior classmates talked about their experiences in this TNE programme. At that time, I heard that it would take great effort to learn in the TNE programme. There would be English textbooks in the later period, which are difficult to understand. So, I did not have any expectations. I just wanted to finish my studies and be able to graduate. I would be very happy. Now I have more expectations than when I chose (the TNE programme). I have broadened my horizons by studying these contents. In fact, my mind has been changing. Now, I want to go abroad to learn a different course in Australia or maybe the United Kingdom.

Min: Could you please explain more about how your mind has been changing?

Student 1: When I studied in the first year, I found it very boring because they were all general education modules. The modules I was more interested in were some calculus, statistics, and some mathematics courses because they were related to business. Mathematics is not difficult to learn. Instead, I think mathematics is very simple, but most of my classmates always complained when they fail to pass it. Actually, I don't want to learn this course, and I don't want to learn the business. So, I even wanted to go back to take NCEE again or go abroad. However, my mother said that there is no way. It is impossible to let me drop out. Then I thought it would be better to learn happily than painfully. I started to read professional books and read them, from which I learnt something I did not understand before. This TNE programme is good for me. It is still valuable. Until

my junior year, I am finally sure about what I want to learn. I have an idea of going abroad.

Min: What makes your mind keep changing?

Student 1: I found FI3's textbooks are quite good. I can basically feel the charm of each course from most of these books. For example, if you talked to me about logistics management a few years ago, I would say that it is just express delivery. Well, now, I did not think so now. Logistics needs to use a lot of technology, such as information technology, which could be learned as a specialized subject.

Extract IV

Min: Can you introduce something about the fly-in teachers?

Student 1: The fly-in teachers are sent by FI3. Perhaps two-thirds of those teachers are part-time. I do not know the nature of his own work. I know some of them (fly-in teachers) had the experience of working in big companies like PricewaterhouseCoopers. I just look at their classroom teaching. Most of the teachers do not show good teaching ability. They have no way to explain the content clearly. We cannot understand it. We have had three fly-in teachers this semester. Two of them came here to teach us to take holidays.

Min: What do you think of the fly-in teachers' pedagogy?

Student 1: We do not care that much. Except for the tutorial part and fluent English, they are of no difference from the Chinese teachers. They also read the books and the slides as well. They will ask questions. However, we are not enthusiastic because when they leave, the Chinese teacher will teach them again. In addition, the fly-in teachers did not let us feel what has been advertised to say how active the foreign teachers are in class and how they interact with students. On the other side, we did not have the fly-in teaching until the third year. You know, juniors are not as active as freshmen and sophomores. If the fly-in teachers could come to teach in the first or second academic year, the effect may be better. At this point, everyone is thinking about their own way out. Those who want to take the postgraduate entrance examination do not want to go to class at all. If they want to go abroad for postgraduate study, they may be busy making the application. They did not want to attend FI3's modules as well. What they care more about is the high score in the final exam. As long as the score is high, the

process is not that important.

Extract V

Min: Anything to improve about the TNE curriculum and delivery?

Student 1: There is a well-known saying in the TNE programme that we spend more money to buy CI3's degree. We did not pay attention to FI3 mainly because of the lower popularity. Talking about anything to improve, I think it will be better if there are more teachers from FI3, or if they could join the teaching activities earlier. Our interests will be higher if there are more communication with FI3. Also, for the Chinese teachers, I hope to have more capable teachers. I do not know how CI3 recruit teachers. For our students, we do not care so much. I just expect they could teach the module better.

Appendix I the Chronicled Development of TNE Policy in China

Stage	Effective Year	Regulations
Prior to 1995	1982	<i>Revised Constitution of the People's Republic of China</i>
	1984	<i>Treaty of mutual recognition of higher education credits, diplomas and degrees among Asian-Pacific regions</i>
	1993	<i>The Outline for Reform and Development of Education</i>
		<i>Notice on the Issues Concerning Cooperation in Running Schools with Foreign HEIs and Individuals</i>
1995-2004	1995	<i>Interim Provisions for Chinese-foreign Cooperation in Running Schools</i>
		<i>Education Act of the People's Republic of China</i>
	1996	<i>Notice of Strengthening Degree-granting Management in Activities Concerning Operation of Institutions in Cooperation with Foreign Partners</i>
	1999	<i>High Education Act of People's Republic of China</i>
	2001	<i>Temporary regulations on employing foreign experts in the joint institutions and social agents released by the National Bureau of Foreign Expert</i>
	2002	<i>Notice on strengthening the management of Chinese-foreign cooperation in running schools</i>
		<i>Temporary management measures for higher institutions to run schools in foreign Countries</i>
	2003	<i>Non-state Education Promotion Law of PRC</i>
		<i>Regulations of the People's Republic of China on Chinese-foreign Co-operation in Running Schools</i>
	2004	<i>Regulations on the implementation of non-state education promotion law of PRC</i>
		<i>Implementation of Regulations of the People's Republic of China on Chinese-foreign Cooperation in Running Schools</i>
		<i>Starting using application form of Chinese-foreign cooperation in running schools, application form of Chinese-foreign in joint programs, application form of Chinese-Hongkong, Macao and Taiwan Regions in running schools and application form of Chinese-Macao and Taiwan Regions in joint programs</i>
		<i>Notice on the Review and Check of TNE Programs and Institutions</i>
		<i>Notice on application and acceptance of setting joint institutions and programs of undergraduate level or above</i>
		<i>Starting license of Chinese-foreign education in running schools and ratification of Chinese-foreign education in joint programs</i>
		<i>Measures for the number of approval and record of joint programs</i>
	2005	<i>Notice on policy guidance of joint institutions and programs</i>
	2006	<i>Opinions on Several issues in the Current TNE</i>
2005-2009	2007	<i>Notice on Further Specification of Orders of TNE</i>
	2008	<i>Measures of setting and management of independent colleges</i>

		2009	Assessment scheme of Chinese-foreign cooperation in running schools
			Notice on the Evaluation of TNE and Evaluation Scheme for TNE institutions and programmes (Trial)
			Notice on the preliminary examination of the application of joint programs of undergraduate level or above
2010 to 2015	to	2010	Notice of Publishing the List of Approved TNE Programmes Partly and Notice of Publishing the List of Secondly Approved TNE Programmes
		2010	National Medium and Long-term Plan for Education Reform and Development (2010-2020)
		2011	Opinions on the configuration of higher education institution during “12th Five-year Period.”
		2012	Notice on Strengthening the Standardized Management of Cooperatively run Schools
		2013	Recent problems in the Chinese-foreign cooperation in education
			Opinions on Further Strengthening the quality assurance of TNE in Higher Education
		2014	Decision on Accelerating the Development of Modern Vocational Education
			Plan for the Construction of Modern Vocational Education System
		2015	Vision and Actions on Jointly Building Silk Road Economic Belt and 21 st -Century Maritime Silk Road
			Overall Plan for Comprehensively Promoting the Construction of World-class Universities and First-class Disciplines.
			Action Plan for Innovative Development of Higher Vocational Education (2015-2018)
2016-present		2016	Several Opinions about Opening-up Education in the New Era
			Promoting the Construction of the Belt and Road Educational Action
		2017	Opinion about Strengthening and Improving the Ideological and Political Education in Higher Institutions
			Opinions on Strengthening and Promoting Cultural Exchanges Between China and Foreign Countries
		2019	China's Education Modernization 2035.
			Outline of the Thirteenth Five-year Plan for National Economic and Social Development (2016-2020)
			Guidelines for Running Colleges and Universities Overseas (Trial) (2019 Edition)
			Opinions on the Implementation of the Plan of Constructing High-Level Vocational Universities and Colleges with Chinese characteristics

Appendix J Methods-strands Matrix

Design Type	Mono-strand Designs	Multistrand Designs
Monomethod designs	Cell 1	Cell 2
	Monomethod mono-strand designs <ol style="list-style-type: none"> 1. Traditional QUAN designs 2. Traditional QUAL designs 	Monomethod multi-strand designs <ol style="list-style-type: none"> 1. Parallel monomethod <ol style="list-style-type: none"> a. QUAN+QUAN b. QUAL+QUAL 2. Sequential monomethod <ol style="list-style-type: none"> a. QUANQUAN b. QUAL QUAL
Mixed methods designs	Cell 3	Cell 4
	Quasi-mixed mono-strand designs <ol style="list-style-type: none"> 1. Monstrand conversion design 	Mixed methods multi-strand designs <ol style="list-style-type: none"> 1. Parallel mixed designs 2. Sequential mixed designs 3. Conversion mixed designs 4. Multilevel mixed designs 5. Fully integrated mixed designs Quasi-mixed multistrand designs (designs mixed at the experiential stage only, including the parallel quasi-mixed design)

Source: Teddlie, C., and Tashakkori, A. (2009). *Foundations of mixed methods research integrating quantitative and qualitative approaches in the social and behavioural sciences*. SAGE. p:145