"A Paradigm-Shift in Tertiary Scholarship: Preparing Students for a Borderless World through Student Journal Publication" Extended Abstract
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The world is changing – becoming ever borderless and ecologically mobile on one hand, yet also becoming much more complex and daunting on the other. These paradigm shifts seem to be occurring in all sectors of life [1-3], and have started taking root in the discourses and pedagogies [4, 5] of educational communities worldwide [6-8]. More specifically, a change is occurring in theoretical underpinnings [9, 10], instructional delivery [11, 12], design for learning spaces [13-15], and scholarly undertakings within our classrooms and amongst our research communities that are more innovative, risqué and experimental in approach [16, 17]. Recent studies suggest, moreover, that higher education institutes positioned within Inner Circle societies tend to be coveted by students (both domestic and international) [18, 19] resulting from the multifaceted, forward-thinking, yet authoritative nature of these institutions [20-22]; while Outer Circle institutions receiving such considerations are primarily those with fairly significant colonial histories [23] (also see Figure 1 and Figure 2 for student-preferred universities worldwide). The resulting institutional clamouring across Asia (perhaps notably in Hong Kong) to adopt and adapt as many foreign educational reforms as possible [24-27] arguably further perpetuates the notion of an institutional polygyny [28, 29] or an internalised reductionism [30-32]. This paper, subsequently, attempts to respond to these issues through an investigation of the higher education academic student journal as a sometimes unnoticed or ill-regarded branch of the university landscape, whose hybrid state as an extra-curricular-scholarly entity theoretically affords it the protean ability to channel a university's cultural traits or even to reaffirm its cultural identity [33, 34]. Guided by the recent pilot launching of the English Language Centre (ELC) initiative, *Inscribe: A journal of undergraduate student writing*, a Teaching Development Grant (TDG) project, three hypotheses underpin this investigation:

H1: Student journals which publish through non-traditional platforms tend to explore more opportunities for collaboration between students, faculty, and staff than student journals published only or primarily through traditional (print) platforms.

H2: A small percentage of tertiary institutions worldwide adopt the student journal infrastructure as an addition to existing methodological or practice-based pedagogies that nurture and guide students throughout their university lives.

H3: The relative academic health of an institution's student body can be potentially observed through student journals that practice a culture of openness and interactivity with its readership.

Student journals from 13 Hong Kong higher education institutes (selected from the Hong Kong University Grants Committee's guide to UGC-funded institutions [http://ugc.edu.hk/eng/ugc/site/fund_inst.htm] and higher education institutions in Hong Kong [http://ugc.edu.hk/eng/ugc/site/he_inside.htm]) are compared to student journals from 102 foreign higher education institutions (determined via the QS Stars Rating system, filtered for 5 stars and the Online / Distance Learning, Facilities and Innovation criteria [http://www.topuniversities.com/qs-stars/home]). An online survey system (mySurvey) developed by the HK PolyU's Information Technology Services Office, and distributed through an invitation to the targeted institutions, functions as the data-gathering channel, focusing on variety, purpose and composition of student journals. Theories regarding space and identity construction [35, 36], computer-assisted learning [37-39], and paradigm-shifts [40-42] will underscore discussions in the Literature section.

It should be noted that the survey is still active and survey partication is still in progress; therefore, the data collection process in only cursory at present. However, Hong Kong institutions received an earlier study invitation resulting in the following statistics:

- Number of higher education institutions included for participation = 13
- Number of distributed surveys = 492
- Number of returns = 17
- Number of returned surveys with student journals = 3

Initial findings suggest that most higher education institutions in Hong Kong do not maintain or promote the culture of student publications as part of their students' educational or social experiences (85%). Of the remaining institutions that do report having active student publications (15%), most (65%) publish using both print and electronic platforms, and are unanimous with regards to publishing student work of a scholarly nature. On the other hand, only one third of the respondents indicated that student authors and teachers collaborated in the research and writing process, together with

double marking (or in this case, "double editing") support between journal editors and staff. However, support only extended to the point of publication, and not beyond. While studies have been conducted on university facilities [43-45] and extra curricular activities in Education [46-48], and specifically on educational facilities and extra curricular activities in Asia [49, 50] and Hong Kong [51, 52], this study is important as it highlights the student journal as a contemporay, hybrid, yet thinly investigated branch of Education and Technology with the potential to become a powerful ally in institutional self-awareness – not only, but especially in Asia – and partner in the teaching and learning process outside of the immediate and physical classroom.

Key words: Higher education, Hong Kong, institutional culture, paradigm shift, student journal, student preparedness.
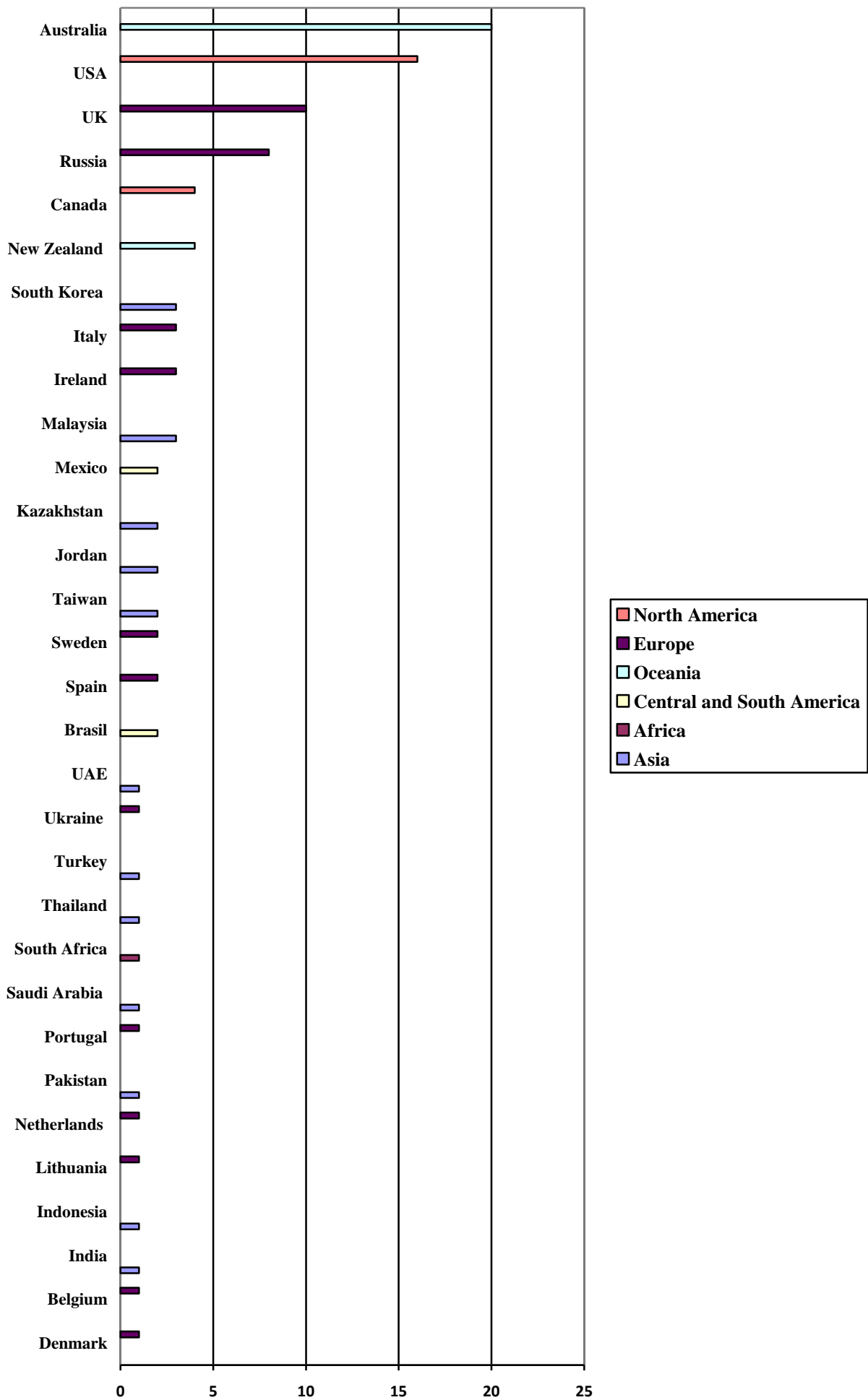
Figure 1. Representation of QS Stars rated universities according to three criteria: Online, Facilities, and Innovation (by country)
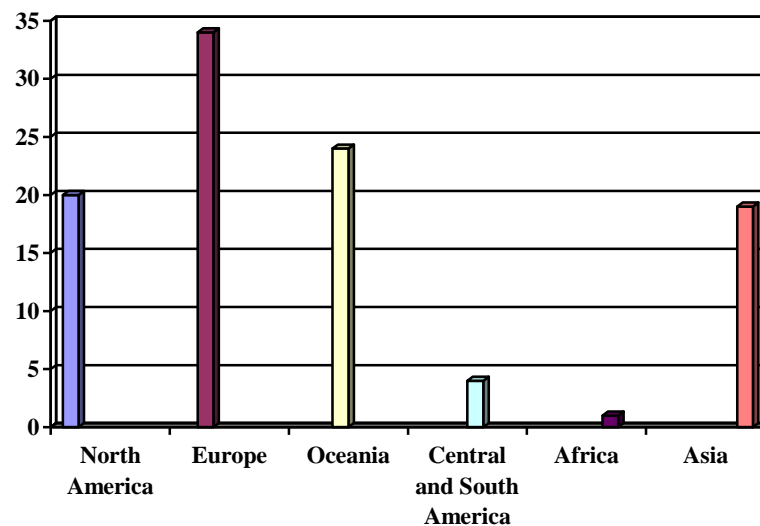

Figure 2. Representation of QS Stars rated universities according to three criteria: Online, Facilities, and Innovation (by continent)

Table 1. Response summaries from Hong Kong higher education institutions (N = Assigned number to institute)

	1	2	3
General focus	- Science focus (all disciplines) - Undergraduates (produced and written by) - Under faculty supervision - Audience: secondary school students - Bilingual	Research studies in education	Unknown
Frequency	3 issues / year	1 x year	Unknown
Still active?	Yes	Yes	Unknown
Publication platform (e, print, both?)	Both	Print	Both
Platform type (only if electronic)	- Unversity specific platform (flipbook) - Wordpress		N/A
Open access?	Yes	No	Yes
Content	Collaborative work between student, faculty and staff	Primarily student work	Only student work
Student level	Undergraduate	Graduate	Post graduate

	Scholarly and popular science	Scholarly	Scholarly
Genre	Scholarly and popular science	Scholarly	Scholarly
Any pre / in-progress or post- support provided for student authors (not common to standard professional publications)	Pre-submission • Some topics are staff assigned • Some topics are suggested by students Pre-publication • Student author-editors cross-edit each other's work • Student auhor-editors submit final drafts to staff for scientific accuracy Post-publication		Unknown

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