

The Evaluation of Educational Quality in Ethnic Minority Schools – A Case Study OF Yunnan Minzu University

Li Xing Xuan¹, and Zhang Li²

Siam University, Thailand

E-mail: 6517195004@siam.edu, Zhang.Li@siam.edu

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Abstract

This study examines the factors influencing the quality of education at Yunnan Minzu University, a leading institution for ethnic minority education in China. The research aimed to (1) investigate the current teaching quality and (2) propose strategies to improve educational outcomes at the university. The study involved 389 students aged 19–28, sampled through simple random sampling. A structured questionnaire was employed to verify validity using the Content Validity Index (CVI) and Index of Objective Consistency (IOC). Statistical analyses included Pearson's correlation coefficient and multiple regression analysis to explore relationships among diverse evaluation methods, systematic feedback, and educational quality.

Key findings revealed that diverse evaluation methods ($\beta = 0.337$, $p < 0.01$) and systematic feedback ($\beta = 0.323$, $p < 0.01$) significantly contribute to educational quality, aligning with Hypotheses 1 and 2. The study highlights infrastructural deficiencies and inequitable resource allocation as challenges, proposing strategies such as infrastructure upgrades, faculty development, and tailored curricula to address these issues.

New knowledge derived from this research emphasizes the interplay between evaluation methods, feedback systems, and inclusive teaching practices, which collectively enhance educational quality in ethnic minority contexts. The findings inform actionable strategies for fostering equitable and culturally relevant education, supporting the academic success and cultural preservation of ethnic minority students.

Keywords: assessment; quality of education; minorities

Introduction

As a part of China's teaching quality, institutions of higher learning in minority areas are facing unprecedented challenges and opportunities (Stoyanets et al., 2020; Verma, 2020). Colleges and universities in ethnic minority areas are part of China's higher education system and undertake the important task of national and ethnic education. The overall level of education in ethnic minority areas is relatively backward, and the scarcity of scientific resources is the biggest problem restricting the development of education and social development in ethnic minority areas (Jiang & Ke, 2021). To speed up economic development, improve cultural progress, and achieve sustainable development in ethnic minority areas, high-level talents in various specialties are needed. Colleges and universities in ethnic minority areas aim to serve local economic and social development. Accelerating the development of colleges and universities in ethnic minority areas is strategically significant to the country's and society's stability and development (Lv et al., 2022).

Ethnic minority schools play an important role in China's education system, and their teaching quality is directly related to the learning effects and development prospects of minority students. As one of the important representatives of minority education, Yunnan Minzu University has always attracted much attention for its teaching quality. Education funding is significant among these forms of priority education development (Heilmann & Melton, 2013). First, the emphasis of development planning, laws, and regulations on education development needs to be reflected in the input of funds, and the requirements for the development of education need to be based on and guaranteed by funds (Lai, 2002). Secondly, education funds must support the construction of teaching staff and the input of public resources. Finally, in the above forms, the investment in education funds is the most transparent, objective, and straightforward to carry out statistical calculations (Li et al., 2020). The current situation of education priority development is reflected in many indicators of the input amount and growth of education funds. However, supporting education-priority development plays a role in China's economy and society, and its benefits also need to be measured by the data of education funds input (Li et al., 2020).

Yunnan Minzu University Overview Location: Province: Yunnan Province, China. District: Wuhua District, Kunming City. Number of Teachers and Students: Yunnan Minzu University has a diverse faculty and student body, reflecting its role as a major institution for ethnic minority education. Faculty Members: Approximately 1,000 teachers. Students: Over 16,000 students enrolled, including undergraduates, postgraduates, and international students. Faculties Offering

Teaching: The university consists of various faculties and schools focusing on different disciplines, including the Faculty of Ethnic Studies, Faculty of Humanities, Faculty of Sciences, Faculty of Engineering, Faculty of Arts and Design, Faculty of Medicine and Health, Faculty of Management Administrative Challenges Yunnan Minzu University, like many institutions, faces challenges in its administrative systems. These issues include resource allocation, which ensures sufficient resources for minority-specific programs and research while balancing general academic needs; Diversity Management, Accommodating the needs of a multicultural student body and ensuring representation of ethnic minorities. Digitalization: Modernizing administrative processes to improve efficiency and reduce bureaucracy. Evaluation of Educational Quality in Ethnic Minority Schools Case Study: Yunnan Minzu University Strengths: Diverse Curriculum: The university offers specialized programs tailored to ethnic minority cultures and languages, fostering cultural preservation. Qualified Faculty: A strong team of researchers and educators contributes to high academic standards. Student Support: Initiatives for scholarships, mentorships, and cultural inclusion provide support for minority students. Weaknesses: Infrastructure: Inadequate infrastructure to meet growing demands for modern education methods. Equity Issues: Difficulty ensuring equal opportunities for all ethnic groups within competitive programs. Quality Assurance: Challenges in consistently maintaining high-quality education due to limited resources and administrative inefficiencies. Recommendations for Improvement: Increase investment in educational infrastructure and digital tools. Enhance training programs for faculty to improve teaching methodologies. Implement more robust systems for quality assessment and feedback from students and faculty.

Despite significant efforts to enhance the quality of education in ethnic minority schools, disparities in educational outcomes persist in regions with diverse cultural and linguistic populations. At Yunnan Minzu University, a leading institution dedicated to the education and cultural preservation of ethnic minorities in China, challenges arise in maintaining equitable access, ensuring the relevance of curriculum to minority needs, and assessing the effectiveness of teaching methodologies. These issues are compounded by cultural diversity, which is the difficulty of integrating students' diverse cultural and linguistic backgrounds into standardized educational frameworks. Resource Allocation: Limited resources for specialized programs catering to ethnic minority students, often resulting in inequitable opportunities. Quality Assurance: A lack of robust mechanisms to evaluate and enhance the quality of education tailored to ethnic minority needs.

Policy Effectiveness: Unclear impacts of government and institutional policies on the academic and cultural success of ethnic minority students.

This research aims to identify the gaps in educational quality at Yunnan Minzu University by examining the effectiveness of current teaching practices, administrative systems, and policies in addressing the needs of ethnic minority students. The findings will contribute to developing strategies for improving educational outcomes and fostering cultural inclusivity in similar institutions.

As a local university in ethnic minority areas, Yunnan Minzu University faces new challenges and opportunities in the new era with the basic principles of "adjusting structure, optimizing layout, highlighting characteristics, strengthening application, opening up cooperation, and serving the local area." Therefore, the aim of the research object is to study the factors influencing the education quality of universities with ethnic characteristics, analyze the challenges and opportunities they face, and formulate a development path with their characteristics. It is precisely because of the attention that the Chinese government has introduced and implemented a series of education policies in recent years, aiming at improving the quality of education, optimizing the structure of education, and promoting the fairness and development of education. This paper will start from the background of Chinese education quality research, introduce the current situation and problems of education quality in China, and discuss the ways and measures to improve the quality of education in the future.

Objective

1. To investigate the current teaching quality of Yunnan Minzu University
2. To improve the quality of education at Yunnan Minzu University

Literature Reviews

University teaching quality involves analyzing the internal and external environment, identifying opportunities and threats, and developing strategies to position the institution for success in a competitive landscape (Yan et al., 2022). This literature review will explore key concepts and best practices in university teaching quality, including the role of leadership, change management, and innovation. A literature review on university teaching quality would typically encompass a comprehensive examination of scholarly articles, research papers, and academic publications focusing on aspects of teaching quality within higher education institutions (Stoyanets et al., 2020). It is an important task China is currently facing to comprehensively improve the

quality of higher education and vigorously enhance the ability to cultivate talents by improving training capabilities, innovating talent training models, optimizing discipline structure and professional structure, and actively carrying out system reforms.

A review of the literature on teaching management systems by Saleh and Atan (2021) explored the various benefits and challenges of implementing such systems in educational settings. The authors highlight the potential for improved communication, organization, and efficiency in course delivery but also raise concerns about potential barriers, such as resistance to change and technical issues. The review provides insights into best practices for successful implementation and offers recommendations for future research in this area. In their literature review on teaching management systems, Douglas et al. (2015) discussed how these systems can enhance course delivery through features such as online assessments, grading tools, and communication platforms. They also address concerns about student engagement and the need for proper training and support for instructors. Overall, the review highlights the potential benefits of teaching management systems while emphasizing the importance of careful implementation and evaluation. Zhang et al. (2020) conducted a comprehensive literature review on teaching management systems in higher education institutions. The authors discuss the importance of integrating technology into teaching practices and how teaching management systems can support this goal (Nicholas et al., 2017). They review studies examining these systems' impact on student learning outcomes, teacher satisfaction, and administrative efficiency. The review emphasizes the need for ongoing training and support for instructors to utilize these systems and maximize their potential benefits effectively.

Performance Evaluation System is instrumental in enhancing education quality by promoting accountability, fostering continuous improvement, supporting professional development, improving student outcomes, enabling data-driven decision-making, and shaping a positive organizational culture (Saleh & Atan, 2021). In a literature review by Soria-García and Martínez-Lorente (2020), the authors explored using the performance evaluation system in teaching quality research. The review highlights the importance of using such matrices to assess external factors impacting a company's performance. IFE and EFE are part of the input stage of strategic formulation. They involve making small decisions on the relative importance of external and internal factors in the input matrix, allowing strategic planners to more effectively generate and evaluate alternative strategies (Saleh & Atan, 2021). According to Lv et al. (2022), a performance

evaluation system is crucial in enhancing education quality by providing a structured framework to assess and improve various educational processes and outcomes.

The Outcome-Based Education (OBE) Theory is an educational concept based on results (Nojavan et al., 2021). The OBE theory is important and of research significance in educational management. In the OBE education system, a study conducted by Zhang et al. (2020) found that the influencing factors of teachers should be a vision of the abilities that students will have after learning and then finding the most appropriate way to achieve this goal. Based on the OBE philosophy, industry-specific universities are unique in China (Mulvey & Wright, 2022). Compared with other types of universities, industry-specific universities' connotations and development concepts of education quality are unique (Zhu et al., 2020). The OBE theory emphasizes setting clear learning goals and results. By refining goals, abstract educational goals are concretized, making teaching more targeted and effective. This helps educational administrators and teachers understand course goals and student needs more clearly, which is conducive to designing and evaluating teaching activities.

Conceptual Framework

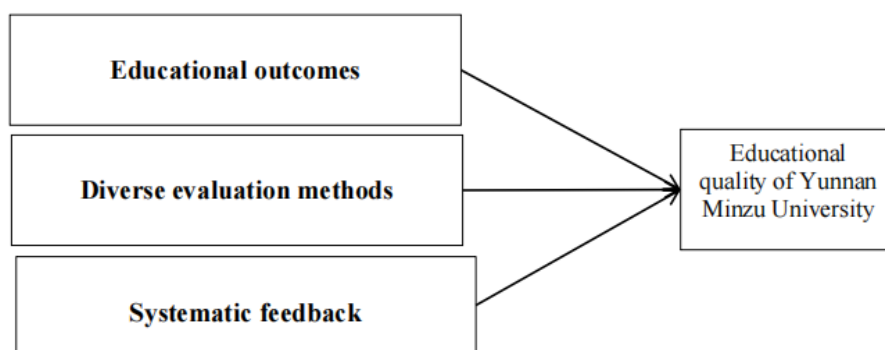


Figure 1 Research conceptual framework

Research Methodology

The research on The Evaluation of Educational Quality in Ethnic Minority Schools—a Case Study of Yunnan Minzu University is quantitative.

Using simple random sampling, the sample group comprises 389 students from the first to the third year of Yunnan Minzu University, aged 19 to 28.

The research instrument is a questionnaire, using the content validity index (CVI) and the consistency between questions and objectives (IOC) to check the validity and reliability of the instrument. The research instrument is divided into the following steps:

1. Study the relevant documents and research to collect data to create the research instrument.
2. Create a questionnaire for the research according to the research objectives. The questionnaire is divided into four parts: Part 1 is a questionnaire about the general information of the respondents, Part 2 is a questionnaire about various aspects of educational quality factors, Part 3 is a questionnaire about student participation, and Part 4 is suggestions.

Data collection: The researcher distributed the questionnaire to a sample of 389 students from Yunnan Minzu University to collect data. Data was collected at Yunnan Minzu University from March to August 2024, with 389 copies returned, accounting for 100%. Data analysis and statistics used in the research were Multiple regression analysis and Pearson's momentum product correlation coefficient.

Research Results

After data cleaning and preprocessing, the demographic characteristics of respondents are shown in Table 1

Table 1 Demographic Analysis

Items	Categories	N	Percent (%)
Gender	Male	202	51.93%
	Female	187	48.07%
Age	Below 19	29	7.46%
	19–25	217	55.78%
	Above 25	143	36.76%
Academic standing	Freshman	24	6.17%
	Sophomore	166	42.67%
	Junior	126	32.39%
	Senior student	73	18.77%
Total		389	100.00

Table 1 provides a demographic breakdown of the survey participants, detailing their gender, age, and academic standing. This analysis offers insights into the composition of the respondent group, contributing to a better understanding of the data about different demographic characteristics.

Gender Distribution Male: 202 respondents, representing 51.93% of the total. Female: 187 respondents, representing 48.07% of the total. The gender distribution is relatively balanced, with a slight majority of male respondents compared to female respondents.

Age Distribution: Below 19 years old: 29 respondents, representing 7.46 % of the total. 19–25 years old: 217 respondents, representing 55.78 % of the total. Over 25 years old: 143 respondents, representing 36.76%. Most respondents fall within the 19–25 age range, indicating that most of the survey participants will likely be undergraduate students. A smaller proportion is either below 19 or above 25 years old, which might represent younger students or non-traditional students, respectively. The majority of respondents are sophomores (42.67%), followed by juniors (32.39%), seniors (18.77%), and freshmen (6.17%). This distribution reflects a more significant number of participants from the middle years of their academic programs. The demographic data illustrates a diverse respondent pool in terms of gender, age, and academic standing, providing a comprehensive perspective for analyzing survey results and making informed conclusions based on the demographic diversity of the participants.

The research results, according to objective 1, studying the quality of teaching at Yunnan Minzu University, found that.

Correlation analysis is an analysis method to analyze the relationship between two variables (Hanaysha et al., 2012). Pearson correlation coefficient was used to indicate the strength of the correlation. The Correlation analysis result was shown in Table 6, which showed that the correlation coefficient values between variables were more significant than 0.5 and showed significance at the 0.01 level, indicating significant positive correlations between variables. Because the correlation analysis indicated that the independent variables passed the first criterion, all these variables were included in the following analyses (Wang et al., 2021).

Table 2 Correlation Analysis Data

	Mean	SD	Educational Outcomes	Diverse evaluation methods	Systematic feedback	Educational quality
Educational outcomes	3.987	1.851	1			
Diverse evaluation methods	4.869	1.762	0.718**	1		
Systematic feedback	3.964	1.802	0.700**	0.669**	1	
Educational quality	3.982	1.862	0.699**	0.687**	0.6723**	1

The correlation results provide substantial empirical support for Hypotheses 1 and 2.

Table 3 Multiple Regression Analysis – Quality of College (n=389)

	B	SD	Beta	t	p	VIF	R2	ΔR^2	F
Constant	1.346	0.701	–	1.930	0.057	–	0.746	0.693	
Age	–0.001	0.082	–0.000	–0.008	0.995	1.096			
Gender	0.047	0.155	0.014	0.300	0.767	1.082			
Academic standing	0.094	0.074	–0.054	–1.005	0.319	1.090			F=38.684, p=0.000
Educational outcomes	0.008	0.100	0.010	0.081	0.941	1.427			
Diverse evaluation methods	0.304	0.052	0.337	9.808	0.000**	1.996			
Systematic feedback	0.221	0.102	0.323	7.183	0.007**	1.776			
Educational quality	0.286	0.047	0.312	9.797	0.000**	1.992			

Note. *p<0.05**p<0.01

Table 3 displays the results of a multiple regression analysis examining factors affecting the quality of college education. The analysis of age, gender, academic standing, educational outcomes, diverse evaluation methods, systematic feedback, and overall educational quality.

Constant: B = 1.346, p = 0.057; not statistically significant. Age: B = –0.001, p = 0.995; not significant. Gender: B = 0.047, p = 0.767; not significant. Academic standing: B = 0.094, p = 0.319; not significant. Educational Outcomes: B = 0.008, p = 0.941; not significant. Diverse Evaluation Methods: B = 0.304, p = 0.000**; significant predictor positively affecting quality. Systematic Feedback: B = 0.221, p = 0.007**; significant predictor positively affecting quality. Educational Quality: B = 0.286, p = 0.000**; significant predictor positively affecting quality.

The model shows a high R² value of 0.746, indicating that the predictors explain approximately 74.6% of the variability in the quality of college education. The F-value of 38.684 with a p-value of 0.000 indicates that the model is statistically significant. Variance Inflation Factors (VIF) are within acceptable ranges, suggesting no severe multicollinearity issues.

To test H1 and H2, Pearson's correlation coefficient will be computed. All hypothesis test results are listed in Table 4.

Table 4 Hypothesis Test Results

Number	Hypothesis	Test results
H1:	Educational outcomes affect the educational quality of Yunnan Minzu University.	Supported
H2:	Implementing diverse evaluation methods affects the educational quality of Yunnan Minzu University.	Supported
H3	Systematic feedback affects the educational quality of Yunnan Minzu University.	Supported

Therefore, hypothesis 1, hypothesis 2, and hypothesis 3 were supported.

Research results according to objective 2 to improve the quality of education at Yunnan Minzu University found that to improve the quality of education at Yunnan Minzu University, several targeted strategies can be implemented, addressing the identified strengths and weaknesses:

1. Infrastructure: 1) Development upgrade facilities and investment in modern classrooms, laboratories, and research centers to meet the needs of contemporary education. 2) Digitalization expands access to digital tools and platforms for online learning and administration.

2. Faculty Development: 1) Training Programs: Conduct regular professional development workshops for teachers to enhance teaching methodologies and cultural competency. 2) Research Opportunities: Provide grants and resources to faculty for conducting research, especially in areas related to ethnic minority studies. 3) Diverse Recruitment: Hire faculty with diverse cultural and linguistic backgrounds to represent better and support the university's multicultural mission.

3. Curriculum Enhancement: 1) Tailored Programs Design curricula incorporating academic rigor and cultural relevance for ethnic minority students. 2) Interdisciplinary Studies Promote cross-disciplinary programs that address global and local challenges, fostering critical thinking. 3) Language Support: Language support programs are offered to help students adapt to academic requirements while preserving their native languages.

4. Student Support Systems: 1) Scholarships and Financial Aid Expand scholarships and aid for ethnic minority students. 2) Mentorship Programs Establish mentorship initiatives pairing students with faculty or alumni to guide their academic and personal growth. 3) Counseling Services Enhance psychological and career counseling services to address students' diverse needs.

5. Quality Assurance Mechanisms: 1) Feedback Systems Create robust channels for students and faculty to provide feedback on teaching quality, curricula, and university services. 2) Regular Assessments:** Implement periodic evaluations of academic programs and administrative systems to identify areas for improvement. 3) Performance Metrics:** Develop clear metrics to assess teaching effectiveness and student satisfaction.

6. Policy and Administrative Reforms: 1) Transparent Governance Ensure clear and equitable policies for all students and staff, focusing on inclusivity and fairness. 2) Efficient Resource Allocation: Allocate resources strategically to high-priority areas such as ethnic studies, digitalization, and faculty development. 3) Diversity Initiatives Promote initiatives that celebrate and integrate the university's cultural diversity into campus life.

7. Community Engagement: 1) Collaborations Partner with local communities, governments, and international organizations to foster cultural exchange and resource sharing. 2) Outreach Programs Engage with ethnic minority communities to understand their needs and integrate their perspectives into university policies. 3) Cultural Events Organize regular events celebrating ethnic minority cultures, encouraging interaction between diverse groups.

8. Research and Innovation: 1) Focus on Ethnic Studies Establish research centers that study ethnic minority cultures, languages, and development. 2) Encourage Innovation:** Support students and faculty in creating innovative solutions to challenges faced by minority groups. 3) Publications and Conferences Increase opportunities for publishing research and participating in international conferences.

By implementing these strategies, Yunnan Minzu University can strengthen its position as a leading institution for ethnic minority education, improve overall educational quality, and foster an inclusive and equitable learning environment.

To improve the quality of education at Yunnan Minzu University, the focus should be on enhancing infrastructure, developing faculty, and creating culturally relevant curricula. Providing better student support systems, establishing robust quality assurance mechanisms, and implementing transparent and inclusive administrative policies are essential. Additionally, fostering community engagement, promoting diversity, and investing in research on ethnic studies will further strengthen the institution's role in supporting ethnic minority education while addressing existing disparities. These efforts will create a more inclusive, equitable, and high-quality educational environment.

Discussion

Discussion of Research Results According to Objectives 1 and 2. Objective 1: To analyze the relationship between educational quality factors. The results of the correlation analysis revealed significant positive relationships between educational quality factors, as shown by correlation coefficients greater than 0.5 ($p < 0.01$). This finding supports Hypotheses 1 and 2, indicating that diverse evaluation methods, systematic feedback, and educational outcomes positively correlate with the overall education quality. These relationships emphasize the critical role of evaluation and feedback mechanisms in enhancing educational outcomes. Supporting reasons Pearson correlation values (e.g., 0.718 between educational outcomes and diverse evaluation methods) demonstrate strong linkages between these variables, suggesting their collective importance in educational quality enhancement. The findings align with existing literature (e.g., Wang et al., 2021), which highlights the importance of formative evaluation and feedback systems in fostering academic growth and institutional effectiveness. Objective 2: To propose strategies for improving educational quality at Yunnan Minzu University. The proposed strategies address weaknesses identified in the analysis, such as insufficient infrastructure and inequitable resource access. Targeted actions include upgrading facilities, enhancing faculty training, developing culturally relevant curricula, and implementing quality assurance mechanisms. These measures aim to align the university's offerings with the needs of its diverse student body, especially ethnic minority groups. Supporting reasons include infrastructure and faculty development in modern classrooms and laboratories and professional development programs for teachers, which are foundational for delivering high-quality education and improving teaching outcomes, as suggested by the multiple regression analysis. Diverse evaluation methods ($B = 0.304$, $p < 0.01$) and systematic feedback ($B = 0.221$, $p < 0.01$) emerged as significant predictors of educational quality, underscoring the need for robust faculty and infrastructure. Cultural Relevance and Inclusivity: Tailored programs and interdisciplinary studies foster inclusivity and engagement among ethnic minority students. By offering language support and celebrating cultural diversity, the university can bridge gaps in educational equity, addressing the challenges highlighted in the study. The correlation and regression analyses substantiate the interconnectedness of key factors affecting educational quality, and the proposed strategies provide actionable pathways to address identified gaps. These efforts align with the research objectives and the broader goal of creating an inclusive, equitable, high-quality learning environment at Yunnan Minzu University.

While colleges and universities attach importance to school hardware facilities, they also need to pay attention to one aspect closely related to students' daily lives: perfect facilities. Students need to buy daily necessities and develop their skills through training institutions. All this requires colleges and universities to set up surrounding supporting facilities as soon as possible, attract vendors by expanding investment promotion channels, and formulate preferential policies for investment promotion to facilitate students' education and life. In order to carry out national high-quality education in colleges and universities, we should build a relatively stable and strong team of high-quality teachers (Lai, 2002). However, teachers who have been working in the field of quality education for a long time will inevitably be limited in academic research and professional development, which affects the promotion of professional positions. In the development of teaching, the team of teachers for national high-quality education in colleges and universities in our province is not strong enough. In order to strengthen the structure of teaching personnel, it is necessary to attach importance to the quality of education teachers in colleges and universities from the perspective of policy. Moreover, it encourages teachers with quality education to devote themselves to teaching. When teacher resources are insufficient, many teachers with the same teaching content should be invited to teach to divert students' attention as much as possible and reduce the length of the curriculum. At the same time, the number of teachers in schools should be appropriately increased.

New Knowledge from research

This research highlights key factors impacting educational quality at Yunnan Minzu University. Significant relationships were found between diverse evaluation methods, systematic feedback, and educational outcomes, all positively influencing overall education quality. Proposed strategies to improve quality focus on enhancing infrastructure, faculty development, culturally relevant curricula, and robust quality assurance mechanisms. These efforts aim to bridge gaps in resource access, promote inclusivity, and strengthen the university's role in ethnic minority education.

Conclusion

This research comprehensively explains the factors affecting educational quality at Yunnan Minzu University. It emphasizes the interconnectedness of infrastructure, faculty development, curriculum relevance, and inclusive policies in shaping the educational experience. The insights gained will help inform strategies to improve teaching effectiveness, foster cultural inclusivity, and create a more equitable learning environment for all students, particularly ethnic minorities.

Suggestion

1. The role of digital and online learning tools in improving the quality of education, especially for ethnic minority students at Yannawa University, should be studied. Exploring how technology can help narrow the gaps in access and participation will provide valuable information to improve education in diverse contexts.

2. The long-term impact of culturally appropriate curricula on the academic performance and cultural integration of ethnic minority students should be studied to understand how these programs help maintain cultural identities while improving educational outcomes for students from diverse backgrounds.

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