

# Introduction to the special issue

My sincere gratitude goes to Professor Peter K.W. Fong, Editor-in-Chief for inviting me to serve as Guest Editor for this special issue of *Public Administration and Policy*, entitled “Teaching and Learning in Higher Education: Opportunities, Challenges, and Policy Implications”. This issue sheds light on the hot-button issues pertinent to the higher education sector during times of uncertainty and suggests corresponding ways to overcome pressing challenges from perspectives in public policy, education, and psychology.

The first article “A study of work-integrated learning experience of hospitality and tourism management students in Guangdong under the COVID-19 pandemic” by Jing Bill Xu, Pimpong Tavitiyaman, Xinyan Zhang, and Mingfang Zhu, explores students’ work-integrated learning experience, focusing on students’ application of knowledge and improvement of multiple skills in work-integrated learning, their influence on positive industry image change due to the COVID-19 pandemic, and students’ desired career prospect.

The second article “The differences between students’ fixed and growth mindsets: a case of study tour between Hong Kong and Canada” by Carmen Sum, Yui Yip Lau, and Ivy Chan, provides an in-depth analysis of students with different mindsets and proposes the use of overseas tours and intercultural learning to foster students’ growth mindset.

The third article “Effects of self-efficacy and learning environment on Hong Kong undergraduate students’ academic performance in online learning” by Francis C.Y. Kuan and Stephanie Wing Lee, suggests the importance of the quality of Online Learning Physical Environment (OLPE) and Online Learning Self-efficacy (OLSE) in predicting academic performance in online learning.

The fourth article “Mediation as an Alternative Dispute Resolution to resolve interpersonal conflicts in Hong Kong universities” by Aaron C.K. Lau, provides insights into mediation as an Alternative Dispute Resolution (ADR) to resolve interpersonal conflicts for undergraduate students in Hong Kong.

The fifth article “Learning to teach: cross-cultural internship teaching of a mainland Chinese Master’s student in a Macao university” by Lin Luo and Yanju Shao, closely examines the cross-cultural teaching experience of a mainland Chinese Master’s student who is studying education in Macao.

The sixth article “An analysis of students’ satisfaction with distance learning in Moroccan universities during the COVID-19 pandemic” by Lahboub Zouiri and Fatima Ezzahra Kinani, analyzes university students’ satisfaction with their distance learning experience during the COVID-19 pandemic.

Finally and above all, this special issue would not be possible without the insightful input from authors, constructive feedback from peer-reviewers, and excellent support from Managing Editor, Dr. Alice Te, Editor-in-Chief, Professor Peter K.W. Fong, and *Public Administration and Policy*’s editorial team.

**Stephanie Wing Lee**  
*Guest Editor*

