Lessons from the Chinese Education Models in a Global Age

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Abstract
China's cultural, economic, and political rise has brought the country to the forefront of global scholarly inquiry. In recent years, international assessments (e.g., PISA, TIMSS) have placed countries of predominantly Chinese descent or influenced by the Chinese writing system and Confucian philosophy at the top of student performance rankings. These results have attracted attention from researchers, educators, and policymakers around the world. From this new phenomenon, lively debate has emerged as to whether or not a distinct "Chinese education model" can be identified and, if such a model exists, whether or not it is a contributing factor to the educational successes of countries heavily influenced by Chinese culture and philosophy. Inspired by these debates, this edited book "Chinese Education Models in A Global Age" embraces the lack of consensus surrounding the topic, drawing upon a diverse set of voices from researchers around the world. It builds from the premise that there is no straightforward, clear-cut way of distilling the notion of a Chinese education model into the bite-sized definition that academics and policymakers so often desire. Even the concept of "Chineseness" is rich with ambiguity, interwoven with ideas of history, culture, geography, and ethnicity. By welcoming a wide range of perspectives from a diverse team of authors, this book aims to serve as a platform for dialogue and a foundation for future research.


Speaker's Bio
Chuing Prudence Chou (周祝明) received her PhD in Comparative and International Education from the University of California, Los Angeles, and is a professor in the Department of Education at National Chengchi University, Taiwan. Her research interests include comparative studies on international higher education reform, gender equity in education, and cultural exchange in rival states. One of her books entitled The Great Experiment of Taiwanese Education: 1987-2003 (2003), is a well-known and widely cited publication in Taiwan. In another book, Taiwan Education at the Crossroad: When Globalization Meets Localization (New York: Palgrave Macmillan, 2012), she proposes a new paradigm entitled "cross-stratization" that attempts to promote mutual understanding and peace-making among nations in conflict via educational exchanges. Another book entitled "The SSCI Syndrome in Higher Education: A Local or Global Phenomenon" (Netherland: Sense Publishers, 2014) touches upon an ongoing crisis caused by the world-class university rankings and makes a cogent argument for culturally-responsive research in the social sciences and humanities across the non-English speaking world. Her new edited book, entitled "Chinese Education Models in a Global Age" (Singapore: Springer) has published in 2016. (For further information, please visit http://www3.nccu.edu.tw/~taezepc/en/)

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