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Jian Li · Xudong Zhu

Conceptualizing and Contextualizing Higher Education with Chinese Characteristics

Ontological and Epistemological Dimensions

 Springer

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ISSN 2366-1658 ISSN 2366-1666 (electronic)
Perspectives on Rethinking and Reforming Education
ISBN 978-981-13-3473-3 ISBN 978-981-13-3474-0 (eBook)
<https://doi.org/10.1007/978-981-13-3474-0>

2019 Comprehensive Discipline Construction Fund of Faculty of Education, Beijing Normal University

Library of Congress Control Number: 2018962770

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Preface

The term higher education with Chinese characteristics is initially proposed and examined in this book from both ontological and epistemological dimensions. This book involves conceptualizing and contextualizing higher education with Chinese characteristics from a philological perspective. This book entitled *Conceptualizing and Contextualizing Higher Education with Chinese Characteristics: Ontological and Epistemological Dimensions* is not only admiration for its sweeping scope and impressive depth but also academic skepticism about its transcendence over traditional and modern lines of division within Chinese higher education. It is expected to satisfy the widespread craving for a comprehensive understanding for the currently vivid historical landscape more insightfully than anything else in the Chinese higher education system. In addition, this book also provided a critical interpretation of the complexities of constructing higher education with Chinese characteristics. The detail on each chapter is illustrated as follows:

The introductory chapter provides a theoretical introduction of exploring the nature of ontology as a heuristic tool to examine the higher education with Chinese characteristics. This chapter involves introducing the ontological dimension of higher education with Chinese characteristics. The origins and definitions of ontology and the categories and types of ontology contribute to illustrating the core idea of ontology. The upper ontological dimension, domain ontological dimension, interface ontological dimension, and process ontological dimension of higher education with Chinese characteristics are proposed and illustrated to conceptualize and contextualize the framework of ontological dimensions of higher education with Chinese higher education.

Chapter 2 focuses on the introduction on epistemological dimension of higher education with Chinese characteristics. This chapter also involves investigating and analyzing the epistemological dimension of higher education with Chinese characteristics. The origins and definition of epistemology and the content and concept of epistemology contribute to illustrating the core idea of epistemology. Both

knowledge-based epistemological dimension and justification-based epistemological dimension are proposed and illustrated to conceptualize and contextualize the framework of epistemological dimensions of higher education with Chinese higher education.

Chapter 3 mainly involves conceptualizing ontological-epistemological dimension model of higher education with Chinese characteristics. This chapter also involves integrating the ontological dimension and epistemological dimension for constructing the ontological-epistemological dimension model of higher education with Chinese characteristics. The consistency and uniformity between ontological dimension and epistemological dimension provide a solid foundation to conceptualize the ontological-epistemological dimension model of higher education with Chinese characteristics. Both the rationale of the ontological-epistemological dimension model and dialectical relationship of the ontological-epistemological dimension model contribute to investigating and identifying the ontological-epistemological dimension model of higher education with Chinese characteristics.

Chapter 4 concentrates on constructing the epistemological dimension model of higher education with Chinese characteristics in the domain of concept, context, and practice. Higher education with Chinese characteristics is inherently embedded in both Chinese traditional culture and Chinese modern political culture. This chapter examines the ontological conception of Chinese characteristic higher education both from the conceptual and political perspective. First, illustrating the government agendas and politics for constructing Chinese characteristic higher education, it shows that the roles played by individual universities or colleges. It next describes the ontological conceptual framework of identifying Chinese characteristic higher education to show how it differs from the Western-dominated higher education concepts and models. The distinction between Eastern and Western context and the integration of the globalization and localization involves in constructing Chinese characteristic higher education. The final section considers policy implications of the developing Chinese characteristic higher education.

Chapter 5 involves identifying the domain ontological dimension of implementing higher education with Chinese characteristics from the topic-oriented policy perspective. The connotation of higher education with Chinese characteristics is multi-dimensional. This chapter also focuses on illustrating and analyzing a couple of political document, including principal responsibility system, Chinese characteristic higher education talent cultivation, internal management mechanism, teaching and curriculum, internal institutional structure, and modernization of higher education. The construction and understanding of the connotation of Chinese characteristics of higher education is conducive to a clear exploration of the development of higher education in China, and to provide evidence and reference for the comprehensive development and improvement of higher education in China.

Chapter 6 mainly focuses on examining upper ontological dimension of higher education with Chinese characteristics in the domain of concept-oriented ideological system. Specifically, the development of the ideological system of higher education with Chinese characteristics is divided into four periods, including the period 1 of seeking truth from facts (1978–1983), period 2 of the priority and

modernization of education (1983–1998), period 3 of popularization of higher education (1998–2003), and period 4 of optimization stage of world-class universities (since 2003). In addition, this chapter also investigates the main characteristics of the higher education with Chinese characteristics from multiple perspectives. The reflection and remarks on the exploration of the ideological system of higher education with Chinese characteristics are also presented in this chapter.

Chapter 7 concentrates on examining the knowledge-based epistemological dimension of higher education with Chinese characteristics from the talent cultivation perspective. This chapter mainly involves illustrating, analyzing, and investigating the enrollment trend in current Chinese higher education, the overview of talent cultivation with Chinese characteristics, the reflections on talent cultivation with Chinese characteristics, implications on talent cultivation with Chinese characteristics, recommendations on talent cultivation with Chinese characteristics, critiques on talent cultivation system reform with Chinese characteristics accounting for constructing knowledge-based epistemological dimension of talent cultivation with Chinese Characteristics.

Chapter 8 involves investigating the knowledge-based epistemological dimension of higher education with Chinese characteristics from faculty development, innovation, and leadership perspectives. Specifically, this chapter mainly includes several sections, which focuses on a review of faculty development from a policy perspective, a historical development perspective on faculty development, the brief overview on faculty development model, the faculty development from a multi-dimensional perspective, the philosophy dimension from sociology dimension and physical dimension. In addition, the concept of faculty academic innovation at higher education with Chinese characteristics is conceptualized and proposed through constructing the concept of faculty academic innovation, offering the theoretical framework and model, and criticizing the obstacles and providing strategies on promoting faculty academic innovation.

Beijing, China

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Acknowledgements

In the realization of this book, our contributors have been supportive and willing to share their works. I am grateful for the generosity and positive spirit of collegiality. While most of the chapters in this book are original, several are adopted from my previously published material and editors are grateful for the kind permissions granted to facilitate this.

Warmly Thanks To

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