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Jian Li

Comprehensive Global Competence for World-Class Universities in China

Context, Concept, Model and Evaluation

 Springer

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Preface

The cultivation of comprehensive global competence has become an increasingly pivotal part of the higher education system worldwide. The initial idea of comprehensive global competence tends to explore universities' and colleges' cross-cultural capacities at institutional levels. The concept of global competence at an institutional level is inherently embedded in the interplay of the globalization and internationalization of higher education institutions, which focus on gaining cross-cultural knowledge, cross-cultural skills, cross-cultural attitudes, and cross-cultural habits. The increasingly urgent quests of constructing comprehensive global competence stimulate various higher education institutions to pursue for creating world-class universities in a globalized world.

In recent decades, cultivating global competence is frequently mentioned in various universities and colleges worldwide. This book tends to explore and propose a framework for conceptualizing and measuring comprehensive global competence at an institutional level. Based on such framework, the context, concept, model, and evaluation are systematically and empirically examine the rationale and validity. This study is also contextualized by the globalization and internationalization of contemporary higher education systems for advocating world-class universities. The idea of comprehensive global competence is initially identified and elaborated through both conceptual and methodological dimensions. The conceptual definition of comprehensive global competency is synthesized as an institutional cross-cultural capacity in the multidimensional learning domain for valuing cultural diversity.

Along with this conceptual definition of comprehensive global competency, the methodological dimensions of comprehensive global competency are characterized as four institutional cross-cultural learning dimensions, including institutional global attitude and perceptions; institutional acquired, integrated, extended, and refined global knowledge; institutional global practical skills; and institutional habits of global mind for valuing cultural diversity. These four dimensions are derived from literatures of competency and dimensions of global competency, and Marzano's (1992) Dimensions of Learning Model. This study also provides both theoretical and practical implications for advocating comprehensive global

competency for Chinese universities and colleges in the context of global higher education systems worldwide.

Specifically, this book also contributes to defining the idea of “comprehensive global competence” through examining the context, concept, model, and evaluation. Specifically speaking, the context related to identifying comprehensive global competence for creating world-class universities includes three major parts: international higher education: retrospective and prospective; Chinese higher education context; strategical goal of creating world-class universities. The concept associated with constructing comprehensive global competence focuses on investigating the definitions of comprehensive global competence, global competence at student level, global competence at faculty level, global competence at institutional level. The model linked to creating comprehensive global competence concentrates on constructing model of comprehensive global competence through conducting sub-model of global competence for faculty members, and sub-model of global competence for institutions. The evaluation associated with identifying comprehensive global competence involves creating evaluation types of comprehensive global competence, indicators of comprehensive global competences, and dimensions of comprehensive global competence. All these four stages contribute to identifying comprehensive global competence from different perspectives (see Fig. 1).

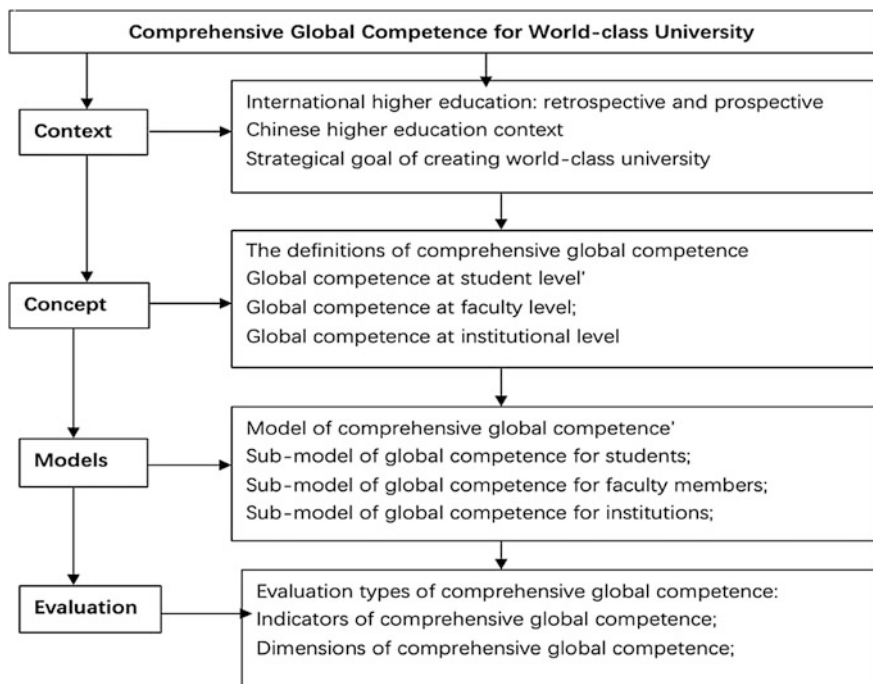


Fig. 1 The outline of constructing comprehensive global competence for world-class university

In response to the intensive discussion on exploring the globalization and internationalization of higher education system worldwide, this book aims to exploring, analyzing, and conceptualizing an initial concept of “global higher education shared community” locally, regionally, nationally, and globally.

The introductory chapter involves examining a historical perspective on the Chinese international higher education landscape. It investigates the comprehensive national strategy on examining Chinese international higher education, institutional strategies, and action ideas that influenced the efforts of Chinese higher education institutions to strive for creating world-class universities. It also shed light on analyzing the global development for constructing World-class universities, the challenges, and countermeasures on the difficulties to achieve the comprehensive development of Chinese international higher education institutions, contextually.

Chapter 2 aims to examine Chinese citizenship education in a globalized world from an academic micro context. The idea of citizenship education serves as foreign product that appeared in China in the early twentieth century. It is interdependent with the development of the globalization and internationalization of higher education institutions in the Chinese context. This chapter mainly involves exploring the developmental stages of Chinese citizenship education historically, the analysis of the connotation of citizenship education, the overview and analysis of foreign citizenship education, the practice of citizenship education in contemporary China, and the research characteristics and prospects of citizenship education in Chinese context.

Chapter 3 aims to explore couples of key policies of faculty ethics since 2014 from a perspective of social identity theory. In the context of constructing comprehensive global competence, faculty serves as indisputable role to shape international higher education development with Chinese characteristics. Especially, faculty ethics are considered core values to influence the trends of Chinese international higher education progress. In particular, with the social identity theory, “identity” is considered as a core of integrating national, regional, and institutional policies of faculty ethics into a more holistic landscape. The hierarchical structure of policies of faculty ethics includes value identity, orientation identity, and behavioral identity. Social identity-based model of analyzing faculty ethics’ policies at national, ministerial regional, and institutional levels mainly involves three key dimensions, including value identity, orientation identity, and behavioral identity. Those three dimensions contribute to shaping a consisting rhythm of “value-orientation-behavior” to explore the inherent rationales in the formation of faculty ethics’ policies in contemporary China contextually. Conclusion and remarks are offered to summarize educational policies related to faculty ethics.

Chapter 4 involves internationalizing higher education for creating world-class universities in China from the perspectives of stakeholders. In recent years, internationalizing higher education has been a significant activity for creating world-class universities in the Chinese mainland. Initiating the internationalization of higher education institutions in the global academic market, it is of the utmost essential that most of the elite universities are pushed to rank among world-class universities. Through stimulated policies and financial supports, top universities in

China devote themselves to accelerate the internationalization of universities to join the ranks of “world-class university” through conducting a series of institutional reforms. Thus, this study focuses on investigating different stakeholders’ attitudes toward the ongoing educational reforms and present barriers of such top-down policies at Chinese top universities. The in-depth interviews have been conducted.

Chapter 5 describes the trends of globalization of higher education in contemporary China and the related importance of developing the emerging idea of comprehensive global competence among various higher education institutions. The idea of global competence for Chinese undergraduate students is examined through the statement of purpose and problem definition, illustrates the significance of the study, defines the key terms, and describes some of the limitations of the study related to identifying comprehensive global competence, systematically and contextually.

Chapter 6 concentrates on examining the literature on comprehensive global competence for an individual in contemporary China. The idea of comprehensive global competence for an individual includes both students and faculty members in various higher education institutions. It was mainly organized into six sections, providing a comprehensive literature review of global education, illustrating Chinese global education, offering summaries and remarks on global competency, examining the proposed conceptual definition, providing a theoretical framework of global competency, and describing the methodological dimensions of global competency.

Chapter 7 involves exploring the theoretical model of constructing comprehensive global competence at the individual level. It focuses on introducing and analyzing the theoretical framework of Dimensions of Learning (Marzano 1992), including the definition, content, implications, and justification of the model. Specifically, the Dimensions of Learning Model (Marzano 1992) is a comprehensive research-oriented framework on learning cognition and learning process. It focuses on improving the quality of teaching and learning in any content area. The most important reason why I apply this model is that the dimension of learning model provides a practical approach to create curriculum and instruction for cultivating global competency. In this sense, the definition of the dimensions, content, and implications are examined to investigate and measure a global multidimensional learning domain for valuing cultural diversity. Thus, this chapter proposes a framework for conceptualizing and measuring comprehensive global competence at the individual level.

Chapter 8 involves investigating the methodological model of constructing comprehensive global competence at the individual level. Along with the previous chapter focusing on conceptualizing theoretical model, it concentrates on exploring critiquing current assessments of global competence and proposing a set of dimensions corresponding to the conceptual framework for assessing global competency. Along with the critiques on current assessments and proposed methodological dimensions of global competency, the similarities and differences of dimensions of global competency, structural relations among global competency,

and implications regarding the proposed measure are examined to clarify, enrich, and shape this methodological approach to measuring global competency.

Chapter 9 concentrates on examining the assessment questions for measuring global competence at the individual level. As guided by the proposed conceptual and methodological models, sets of items are proposed for each of the four proposed dimensions of global competence: global attitude and perception; acquired, integrated, extended and refined global knowledge; global practical skills; and global habits of mind.

Chapter 10 concentrates on analyzing measurement validity for each scale of competence at an individual level. Measurement validity refers to the “best available approximation to the truth or falsity of a given inference, proposition or conclusion”. The idea of validity focuses on an informed judgment of how strongly theory and evidence support the interpretations and decisions based on the measure. In this regard, this section considers discriminant validity, focusing on the distinctions between what is expected to be associated with the proposed four-dimensional measures of global competency. Hence, in this section, the validity argument for each scale is articulated to examine the expected association between student background characteristics (i.e., geographical origin, parental education, study or travel abroad experience, majors, class levels, and academic performance) and the four-scale sets (global knowledge; global practical skills; global attitudes and perceptions; and global habits of mind).

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