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Introduction: Canada-China Educational Cooperation

The six papers in this special issue were presented at the concurrent sessions of a conference on Canada-China educational cooperation held on May 9–10, 2014, at Tsinghua University in Beijing, and have subsequently gone through rigorous peer review and revision.¹ The purpose of the conference was to reflect on the legacy of Canadian development assistance for China's universities in the first two decades after the Cultural Revolution; and to examine the modality of university linkages that had been intended to foster a multiplication of contacts at the thinking level across the fields of management, engineering, agriculture, health, education, and environment (Hayhoe, Pan, & Zha, 2013). How far had they contributed to China's remarkable transformation, and what had been the impact on the development of Canadian universities? What lessons could be drawn for the very different circumstances of collaboration between Canadian and Chinese scholars and educators in the 21st century?

The concurrent sessions of the conference were initially intended to focus on present and future collaboration in education between Canada and China, yet inevitably several of the most significant papers also reflected the rich history of past collaboration. Given that the first major project supported by CIDA was the Canada-China Management Education Project (CCMEP), running from 1983 to 1996 (Leng, 2014), we have placed the paper by Shuguang Wei and Xianjun Liu first, as it provides a detailed historical analysis of one of the earliest linkages in management education between the University of Toronto and the Huazhong University of Science and Technology (HUST) in Wuhan. The concept of mutuality is foregrounded in this paper as a value-explicit theoretical frame

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¹ Powerpoints of both the keynote and concurrent presentations can be found on the conference website, http://www.oise.utoronto.ca/cidec/Research/conference_2014.html and this special issue complements a book entitled *Canadian Universities in China's Transformation: An Untold Story*, which will soon be published by McGill Queens University Press.

within which to reflect on the changing relationship between University of Toronto and HUST over a ten year period and under two different project directors on the Canadian side. Institutional theory is also used to tease out the regulative, normative, and cultural-cognitive dimensions of the interactions documented by a paper trail of official correspondence and reports, as well as interviews with a number of key participants in the project. The paper is thus much more than the record of a successful project of collaboration that contributed to the enhancement of management education and research in both Canada and China. It is a fine-grained depiction of the process of intellectual collaboration in teaching and research over a period in which China was undergoing dramatic socioeconomic change and Canada was working out its national approach to this re-emerging Asian power. The paper demonstrates the importance of human agency and human relationships in international development cooperation, as viewed largely from the Chinese side.

The second paper by Robert Guidoin, Lu Wang, and Yvan Douville moves to the area of collaboration in health, cancer treatment, and medical technology, documenting a relationship between Laval University in Quebec and the Norman Bethune University of Medical Sciences in Northeast China that began as part of the Canada China University Linkage Program (CCULP) in 1989 and blossomed into wide-ranging areas of cooperation across different regions and sectors in China. Here mutuality is again a core theme of the paper and seen as the essential foundation for the project from the Canadian side. Yet the sustainability and capacity for transformation that becomes evident as the narrative proceeds may be the greatest lesson. Continuity of leadership within Laval's Medical School and Department of Surgery made possible a deepening of the relationship over time, while support from the Quebec government facilitated an extension beyond cancer treatment and research to cancer prevention, and beyond Northeast China to central and western regions of the country. From there Laval's embrace of the opportunities to receive Chinese funded doctoral students and postdoctoral researchers, as Canadian funding support was reduced, led to a whole new set of relationships with a new focus on medical technology. Guidoin's lively depiction of how Laval became involved in a multinational collaboration with Donghua University in Shanghai and other universities in North America and Europe in the area of medical textiles shows how Chinese scientists are now taking a leading role and Canadian scientists are seeking to ensure they are not left behind in the

breathtaking developments that are unfolding on a global stage.

The third paper by Paul Sinclair, Dongyan Blachford, and Garth Pickard provides a detailed reflection on the unfolding of a significant CCULP project in the field of educational leadership between the University of Regina and the Educational Institute of Jilin province in Northeast China. Both institutions saw themselves as somewhat peripheral to geographical centers of power, Ontario and Quebec in Canada, Beijing and Shanghai in China, and the overarching provincial accord between Saskatchewan and Jilin provided a supportive frame for their collaboration. While educational management and the training of leaders was a focus of the collaboration, undergirding that was a commitment to gender equity and the involvement of women in leadership, also to social justice and an approach to education that imbued a strong sense of responsibility for the protection of the natural environment. This was inspired by the United Nation's 1992 Conference on Environment and Development (UNCED) in Rio de Janeiro and the agenda that developed from that meeting. The authors of this paper provide a candid assessment of how far this commitment to social equity and environmental sustainability was realized in the activities and relationships that developed, as well as the reason why some opportunities to sustain and build upon the relationship were missed. The paper ends with a call for faculties of education around the world to take a proactive role in international development activities in order to ensure social equity and environmental responsibility are given due recognition in the today's global race for economic and technological success.

With the fourth paper by Songliang Wang, Claude Caldwell, Liqing Wei, and Haiyan Su on ten years of Canadian-Chinese collaboration in agricultural education we move to a contemporary project of institutional collaboration between China and Canada. It was initiated after China had joined the World Trade Organization in 1999 and in response to a Chinese policy inviting Chinese foreign collaboration in running schools. The Fujian Agriculture and Forestry University (FAFU) began collaboration with the Nova Scotia Agricultural College that made possible the recruitment of excellent Chinese students for a program in which two years would be spent in China and another two years in Canada. Collaboration was gradually extended to other Canadian universities such as Dalhousie, Mount Saint Vincent and University of British Columbia, and also to a wider range of curricular areas. Given the importance of both

agriculture and ecology in China's current economic profile, and the tendency for agriculture to have a lower status and less capacity to attract excellent students than popular fields such as finance, economics, and management, this was a brilliant initiative on the part of the university and Fujian's provincial authorities. Details provided in this paper on the way the collaborative relationship has blossomed and its impact on pedagogy, assessment, and curriculum design are impressive and one can sense that the Canadian partners are also benefitting from the ongoing interaction with FAFU and with Professor Songliang Wang, the visionary agroecologist who initiated the project and has carried it forward with remarkable commitment and determination. There is also a candid discussion of some of the problems and barriers encountered in this pioneering collaboration.

From institutional level collaboration in the contemporary period, the fifth paper turns to the experiences of individuals in the field of education who have had the opportunity to spend a period of time as visiting scholars in Canadian universities, in some cases under the Canada-China Scholars' Exchange Program, in others with support from the China Scholarship Council. Qin Liu and Yumei Jiang have used Astin's model for the assessment of learning outcomes, van de Bunt-Kokhuis' framework for analyzing the phases of international mobility and Deardoff's steps in developing intercultural competence to reflect on the experiences of 17 Chinese visiting scholars. They were interviewed some time after their return to China, so that the study provided them with an opportunity to review and reflect on their experience in Canada and the ways in which it has transformed their research and teaching on return. While there have been frustrations both in Canada and China, one of the most hopeful dimensions emerging from this paper is the evidence of a new dynamic for the rethinking of curricular organization and pedagogy in the offices responsible for teaching (*jiaowu chu*, 教务处) at Chinese universities and a realization that support for ongoing faculty development is crucial to the achievement of worldclass quality and standing. These scholars who have opened themselves to a wider world through extended visits abroad are thus likely to step out as leaders in future.

The final paper in this special issue deals with collaboration in the area of teacher education and school curricula between China and Canada in a rare project of partnership at school, school board and university levels that is funded by Canada's Social Science and Humanities Research Council and recognizes the importance of this opportunity for reciprocal learning from the Canadian side. Ju

Huang and Shijing Xu adopt a narrative inquiry approach developed by Connelly and Clandinin to their research in this paper and focus on the learning experience of two young teacher candidates who spent three months at the University of Windsor and in local Canadian schools, then returned to take up teaching careers in Chinese schools. Their efforts to contribute to curricular and pedagogical reform, and deal with China's unique multicultural environment are profiled in detailed narratives of their day to day professional experiences.

The six papers presented in this special issue thus move from history to the contemporary period and from national, regional, and institutional forms of cooperation to the experiences of individuals participating in that cooperation. While three of the papers deal with education, the fields of management, medicine, and agriculture are also profiled as areas where dynamic forms of collaboration have developed and enriched both sides. Two of the papers are written largely from a Canadian perspective, another two from a Chinese perspective and the last two by scholars whose life experience bridges the two worlds of education.

References

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