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Jian Li

# Global Higher Education Shared Communities

Efforts and Concerns from Key Universities  
in China

 Springer

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# Preface

The internationalization and globalization have become gradually a mainstream in higher education system worldwide, while globalization efforts have implicitly been connected with the expansion of cross-cultural learning experiences, the admission of foreign students and exchange scholars, as well as academic studies and language programs. The increasing number of multi-disciplinary and curricular approaches is related to stimulate and enhance students' academic, professional, and personal development to help them better navigate a more globalized world. In recent decades, globalization of higher education is a popular concept frequently applied in contemporary world. However, there are still few agreements on identifying the precise meanings and accurate instructions.

The interdependency of the globalization and internationalization involves a dizzying variety of definitions in higher education system locally, regionally, nationally, and globally. In current globalization era, global knowledge is considered increasingly a commodity, which promotes the growth of the knowledge-based economy. Globalization of higher education is regarded as one of the pivotal trends of comprehensive development of society.

Within the globalized world, how to achieve competitiveness and performance in higher education is closely associated with the international academic mobility. The globalization of higher education at both national and institutional level is rooted in the process of integrating an international intercultural or global dimension within the main functions of education system. The globalization of higher education is also integrated to the international and intercultural functions of higher education. Globalization of higher education also incorporates intercultural and international activities that indirectly impact both research and teaching process within the field of higher education. In particular, it also focuses on the effective use of new technology, knowledge, people, values, and ideas from a different cross-cultural context.

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 the globalization, global education, and Chinese global education contextually. Globalization is considered a phenomenon that includes multiple, drastic changes in different areas of social life, particularly economics, technology, and culture. Both the paradox and complexity serve the major characteristics of globalization. Global education involves the academic mobility, global forces, global schooling and local meanings, global perspective cultivation, global education practice, and global learning outcome assessments. The efforts and concerns on Chinese global education are examined through the tensions between globalization and localization, the ambiguity of defining global education, and advocating global learning assessment. In conclusion, it is essential for implementing China's educational policy and practices to cultivate students' global learning and competency through enhancing global education.

Chapter 2 concentrates on exploring globalization trend in higher education system in the context of China. Higher education in China holds a long and distinguished history and serves as modern higher education system with a relative short period since the late nineteenth century. Globalization of higher education in Chinese context involves examining China's higher education system, digital and online learning in Chinese higher education, globalization trends in Chinese higher education system, policy perspectives on globalization of China's higher education, and global trends in China's higher education.

Chapter 3 offers an education policy perspective to examine the internationalization and globalization of higher education, which mainly summarizing key leading political ideas related to educational opening up since 2013 and investigating the internationalization and globalization of higher education through both retrospective and forecasting perspectives. In particular, the key leading ideas related to Chinese higher education policy trends offer a general insight on examining the landscape of higher education development related to internationalization and globalization themes. More broadly, the discussion on the retrospective and forecasting domains is offered to systematically investigate the whole landscape since 1978.

Chapter 4 aims to explore the quest for shaping global shared communities from a conceptual model of Trinitarian system of local citizenship, national citizenship, and global citizenship. The literature of studies on global citizenship involves the studies on topic-based review of global citizenship and the definitions and dimensions of global citizenship. Throughout reviewing the existing literature, studies of global citizenship were fundamentally related to exploring social responsibility, global competence, and civic engagement. In addition, there is growing fiercely debate on examining the relations of local citizenship, national citizenship, and global citizenship, relating to trends of globalization, cosmopolitanism, global governance. In regard to these debates, the conceptual model of Trinitarian system of local citizenship, national citizenship, and global citizenship is initially proposed to figure out the implicate paradigm of examining local citizenship, national citizenship, and global citizenship through a perspective of

social identity theory. The conclusion, suggestions, and remarks are separately offered to summarize citizenship locally, nationally, and globally.

Chapter 5 concentrates on offering a conceptual model of “Global Higher Education Shared Community.” It practically focuses on narrowing the gap between forward mapping or top-down policy implementation and backward mapping or bottom-up policy implementation for enhancing the globalization and internationalization of higher education institutions through focusing on building global higher education regime. Firstly, the term global higher education shared community is identified to examine the rationales of constructing cross-cultural competitiveness at different levels. Secondly, in addition to identifying global higher education shared community, the model of global higher education shared community is initiated to explore the rationale of globalization and internationalization of higher education institutions, which include three major components, such as a global dimension of cross-border engagement and cross-cultural engagement; a global dimension of higher education related to cultivating global learning and global competence; a community dimension of community, associated with norms, religion, values, identity, orientation, belief, resources, preferences, requirements, membership, influence, integration, fulfillment of needs, and emotional connection. Lastly, the conclusion is offered to summarize the findings related to the construction of global higher education shared community.

Chapter 6 mainly involves examining various stakeholders’ perspectives on how to advocate internationalization and globalization of higher education institution in specific key universities. It has showed that different transcripts on focus groups of experts consulting, concentrating on vividly describing the perspectives and strategies on how to build global shared communities within universities and colleges in China. Specifically, all the transcripts on focus groups focus on exploring how can we support targeted university to shape global shared communities in a globalized age contextually. It involves different stakeholders, including presidents, administrators, experts, scholars, students, faculty members, and staff. All these transcripts aim to provide an overall landscape to examine the policy-making process relatively.

Chapter 7 concentrates on examining the transcripts of focus groups of experts; this section mainly concentrates on analyzing the results of focus groups of experts consulting, specifically. Thus, this chapter mainly involves comprehensive analysis and group analysis, and the results are provided specifically.

Chapter 8 mainly involves offering conclusion and forecasting suggestions on conducting global higher education shared community. In particular, the conclusion on implementing global higher education shared community concentrates on summarizing the major findings previously. In response to the conclusion of constructing global higher education shared community, the forecasting suggestions are comprehensively examined at national, institutional, and individual levels.

# Acknowledgements

In the realization of this book, our contributors have been supportive and willing to share their opinions and perspective on how to explore the concept of global higher education shared community. I am really grateful for the generosity and positive spirit of collegiality. While the 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.



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