

Changing Higher Education in East Asia:

Editors' Introduction

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Higher Education in East Asia:
Regional development, international
strategies, and endogenous agendas

East Asia as a cultural region: The post-Confucian model of higher education (1)



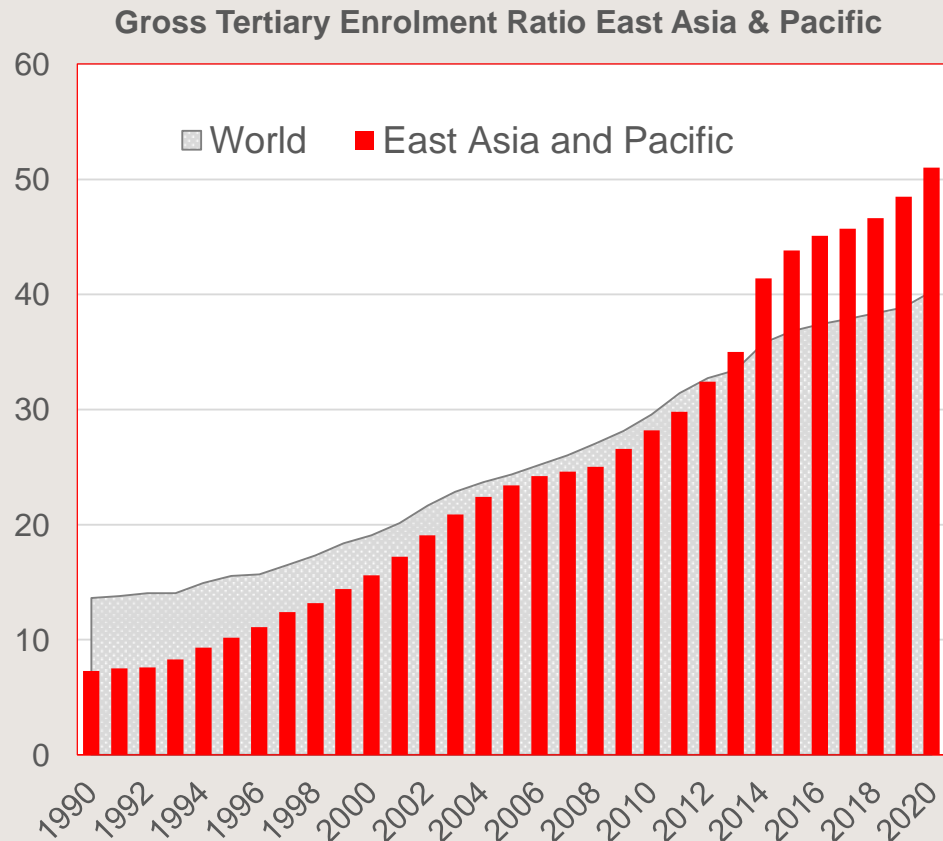
- Focused state policies with a long-term horizon, supported by monitoring of measured performance, animated by the drive to lift educational participation, scientific output and the leading universities to Western (especially US) levels;
- Deep and universal Confucian aspiration for education and the embedded family commitment to education, including a willingness to share the national cost through both normal schooling and shadow schooling, releasing additional state resources for institution-building, research and quality improvement;
- A shared perception concerning higher education's contribution to both individual cultivation and the public good. Hence the common focus on quality education, respect for teachers and commitment to continuously developing and improving education among government, university, faculty, families and students;
- Advanced levels of national investment, continually increasing as a proportion of GDP, especially in China and Singapore.

East Asia as a cultural region: The post-Confucian model of higher education (2)



- The growth of educational infrastructure in both the public and private sectors, enabling the rapid expansion of participation in a range of institutions, with the state carrying only part of the cost of infrastructure but regulating private sector quality as a public good. This includes private sector policy in Japan and South Korea, where those institutions house the majority of students;
- The focused development of a layer of leading research-intensive universities or WCUs, a strategy vigorously pursued by all East Asian systems;
- The mediation of participation and access to institutions of hierarchical value on the basis of social consensus by the universal examination systems inherited from the Imperial tradition. This instrument allows participation to be expanded to any level without changing systemic structures or destabilizing system norms;
- State-driven systematic strategies of internationalization to drive continuous improvement

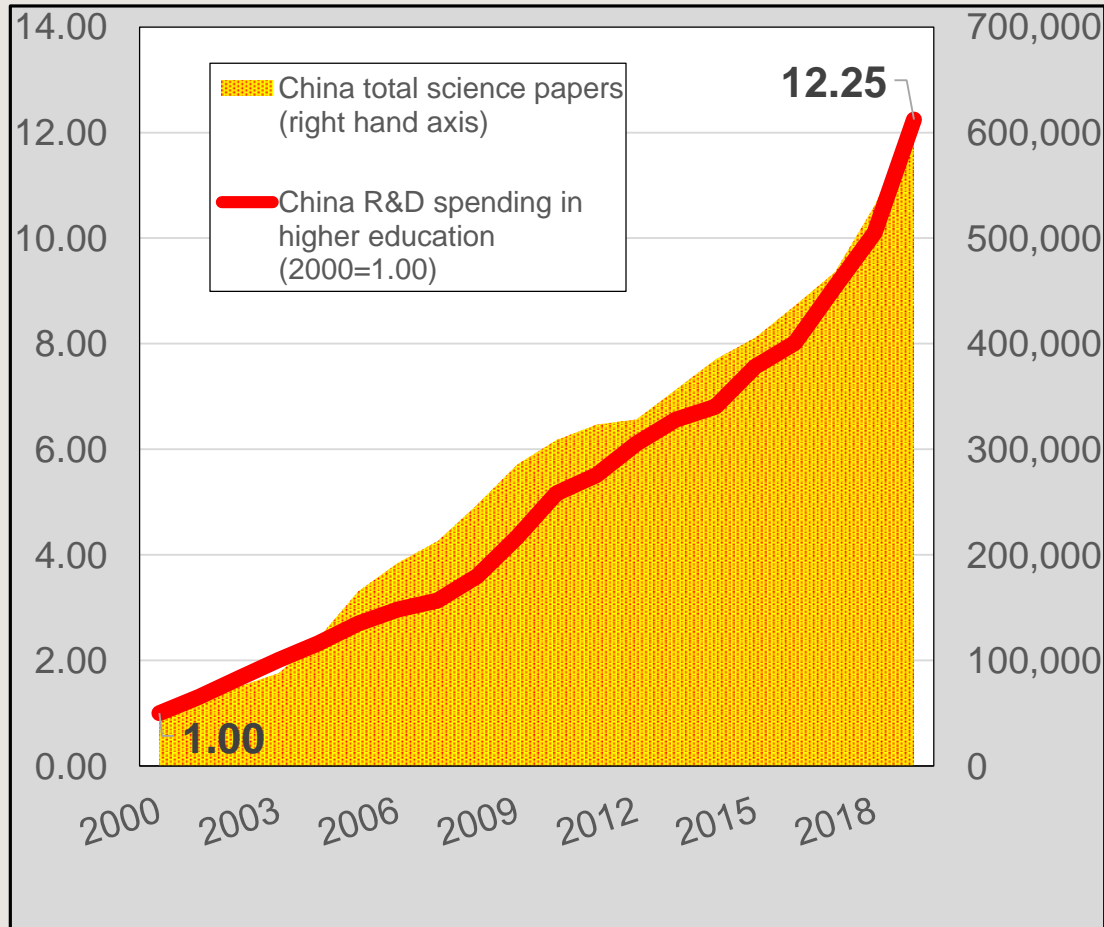
Accelerated development of higher education systems



- Growth of educational infrastructure is supported by expanding economic capacity. Singapore, the SARs of China, Taiwan, South Korea now have per capita incomes at Western European levels and China's per capita income exceeds the world average. Average income and tertiary participation are lower in Vietnam and Mongolia;
- In 2020 tertiary participation of the school leaver age cohort, as measured by the UNESCO Gross Enrolment Ratio, had reached almost universal levels in South Korea (98%), Singapore (91%) and Taiwan (88%). In PRC China it was 58%, though much higher in the Eastern regions;
- Whereas in 1990 East Asia and the Pacific (7%) was well below the world average (14%), in 2020 EAP (51%) was well above the world average of 40% [see graph];
- Massification is carried by both public and private sectors but only Japan and Korea have majority private enrolment and each closely regulates the private sector;
- East Asia and Singapore lead the world in PISA (school performance at 15-years in maths, science, reading);
- Growth triggers quality, employability and equity issues

Growth of East Asian science to a primary global role

Growth in science papers in China compared to growth of R&D funding in higher education (constant prices), 2000 to 2019



- China, East Asia and Singapore together produce more global science papers than Europe and are on track to exceed North America and Europe combined. Total R&D spending in East, SE and South Asia is almost half of the world total;
- In 2020 China published 669,744 papers, Japan 101,014, South Korea 79,490, Taiwan 28,153 and Singapore 12,221 (USA 455,856). Rapid growth is driven by state investment [see graph]. Mongolia has no indigenous science system as yet but science paper output in Vietnam (8,213 in 2020) has started to grow very rapidly;
- In 2018 China had 380,444 doctoral students, Japan 80,797 and South Korea 74,750;
- Across the region there is a notable skew to physical sciences STEM, and in these disciplines the leading universities in China and Singapore excel. Tsinghua is now the world leader in the production of high citation science in mathematics and computing, and in total STEM fields including engineering, ahead of MIT

International research collaboration and mobile student flows

Co-authored science papers 2020, top six for each country

China	Japan	South Korea	Singapore	United States
USA 62,904	USA 12,674	USA 10,766	China 7,335	China 62,904
UK 20,525	China 9,924	China 6,025	USA 4,005	UK 32,475
Australia 17,304	Germany 5,072	<i>India</i> <i>2,955</i>	UK 2,247	Germany 25,828
Germany 11,073	UK 4,791	Japan 2,780	Australia 1,886	Canada 25,549
Japan 9,924	France 3,751	UK 2,451	Germany 1,129	France 16,474
Singapore 7,335	Australia 3,216	Germany 2,192	<i>India</i> <i>1,085</i>	Italy 16,360

- In 2020 the 62,904 China-US papers represented by far the largest nation-to-nation collaboration in global science. Next was US-UK with 32,475 papers;
- But China-US and China-Australia co-authorships are declining because of US policy of ‘decoupling’ US and China in science and technology: claims of ‘spying’ and IP theft, investigation of scientists with Chinese names, restrictions on student visas;
- On the whole East Asian scientists have prioritised collaboration with the West over co-authorship with each other, though China is a major partner;
- East/West patterns of student mobility are more lopsided than is research cooperation. Few Western students enter East Asian systems, mainly in countries where there has been an imperial relationship (e.g. Hong Kong SAR). There are major flows out of China into Western countries, and from Japan, Taiwan and Korea to the US;
- East Asian systems attract students mostly from East Asia, Southeast Asia, Central Asia. China’s growing role in Africa has been affected by the pandemic



The East and the West

- **Definition:** Constructed based on a differentiation against ‘the other’ or ‘the rest’, simplification without covering nuances

See Edward Said (1977) on ‘the Orient’ or Stuart Hall (1992) on ‘the West’

- **Dual-perception of the West:** both a friend and a foe

The West is seen as –

- reference point for ‘catching up’
- equivalent to ‘international’
- teacher and leader to ‘learn from’
- symbol of modernisation
- model of democracy
- potential political and military ally
- ...

The West is also seen as –

- Conqueror, coloniser, competitor, oppressor and exploiter who should be cautioned against

All rooted in the continuing colonial imaginary, White supremacy, and Anglo-European dominance in the world and global higher education



Internationalisation, Westernisation, and indigenisation/endogenisation in East Asian higher education

- **Entrenched Western imprints and supremacy, for instance:**
 - World-Class University (WCU) schemes mostly following Western models
 - International partnerships and branch campus mostly developed with Western universities
 - Asymmetrical mobility of students and academics
 - Asymmetrical cross-border research collaborations
 - The reform of teaching and curriculum to incorporate Anglo-American elements like English-medium instruction (EMI)
 - Promotion of Anglo-American elements in research, such as prioritising English-language publications
 - ...
- Although East Asian systems are rising in global university rankings and global science in the bibliometric sense, it is rising in the Western framework; the cultures, epistemologies, discourses, methodologies, evaluative criteria bear Western imprints. Internationalisation can easily become a synonym of Westernisation.
- The unbalanced relations could create epistemic inequity and injustice in academic research in/of/with East Asia.



Indigenisation/endogenisation in East Asian higher education

- East Asia is never fully Westernised, fundamental cultural differences make it impossible to fully assimilate each other
- East Asian higher education systems are resilient and are increasingly active in shaping their own agendas, working with not only global benchmarks but also national-cultural models, e.g.,
 - Push-backs from academics, institutions and governments against the reproduction of Western supremacy
 - Emphasis on ‘local/national’ knowledge, languages and cultures
 - De-Westernization also happens in scholarships

***Changing Higher Education in East
Asia: The Book***

1. The Ensemble of Diverse Music: Internationalisation Strategy and Endogenous Agendas, Simon Marginson and Xin Xu (University of Oxford)

Part I: Higher Education and the Global Common Good

2. Global Public Good in Korea as *Jeong*, Olga Mun (University of Oxford) and Yunkyung Min (Seoul National University)

3. *Tianxia weigong* as a Chinese Approach to Global Public Good, Lili Yang (University of Hong Kong)

4. Global and World Citizenship in Chinese Education, Arzhia Habibi (University of Oxford)

5. World-class Universities and Global Common Good, Lin Tian (Hunan University) and Nian Cai Liu (Shanghai Jiao Tong University)

Part II: Internationalisation and Endogenisation, Regionalisation and Globalisation

6. Regional Higher Education Cooperation in Japan, Christopher D. Hammond (University of Tokyo)

7. Internationalisation of Chinese Humanities and Social Sciences, Xin Xu (University of Oxford)

8. Internationalisation of Higher Education in Taiwan, Julie Chia-Yi Lin (University of Oxford)

9. Geopolitics and Internationalisation of Higher Education in Vietnam, Ly Thi Tran, Huong Le Thanh Phan, Huyen Bui (Deakin University)

Part III: International Mobility and Academic Migration

10. Agency of International Student-Migrants in Japan, Thomas Brotherhood (Rikkyo University)

11. Motivations and Work Roles of International Faculty in China, Futao Huang (Hiroshima University)

12. The Covid-19 Pandemic and International Higher Education in East Asia, Ka Ho Mok (Lingnan University)

Part One

Higher Education and the Global Common Good

和

Chinese meaning:

Harmony (harmonious, to harmonize), peace (peaceful, to make peace), calm(ness), gentle(ness), warm, happy, Japanese, to echo, to mix, to reconcile, to end in a draw, to win a mah-jong game, sum, and, with

Japanese meaning:

Harmony (harmonious), peace (peaceful), calm(ness), sum, Japanese

Korean meaning:

Harmony, peace (peaceful), calm(ness), warm, to echo, to gather, to mix, sum, to allow, to reconcile, Japanese, to season

Vietnamese meaning:

Harmony (to harmonize), peace (to make peace), to mix, to end in a draw

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Part Two

Internationalization and Endogenization, Regionalization and Globalization

天下

Chinese meaning:

World, earth, all under heaven (the sky), state power, the whole country

Japanese meaning:

World, earth, all under heaven (the sky), state power, the whole country, world-top (the best in the world)

Korean meaning:

World, earth, all under heaven (the sky), state power, the whole country, world-top (the best in the world)

Vietnamese meaning:

World, earth

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Part Three

International Mobility and Academic Migration

人

Chinese meaning:

Human, person (people, personality), manpower, mortal, artificial, someone else, adult

Japanese meaning:

Human, person (people, personality), manpower, mortal, artificial, someone else, adult

Korean meaning:

Human, person (people, personality), manpower, mortal, artificial, someone else, adult

Vietnamese meaning:

Human, person (people, personality), manpower, mortal, artificial

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The Futures of East Asian Higher Education (Studies)



Questions for the Futures of East Asian Higher Education (Studies)

- What/Who will be defining East Asia as a region in future higher education?
- What will happen to the regionalisation of East Asia, considering geopolitical tensions and wider networks such as the Belt and Road Initiative and ASEAN?
- What role will East Asia play in global higher education and research?
- What contributions can East Asian higher education make to our future?
- How will studies on East Asian higher education evolve in the local, national, and global contexts?



Reference

Marginson, S. & Xu, X. (eds., 2022), *Changing Higher Education in East Asia*, Bloomsbury.

Forthcoming book symposium at HERA 2022 conference

Thursday 28 April, 17.15-18.45 (Korea Standard Time, UTC+9 | 9.15-10.45am British Summer Time)

Conference programme: <http://hera-research.org/programs>

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100 YEARS
LEADING
RESEARCH
IN EDUCATION



Global Public Good in Korea as *Jeong*(情)

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University

Yunkyung Min, Associate Research Fellow, KEDI

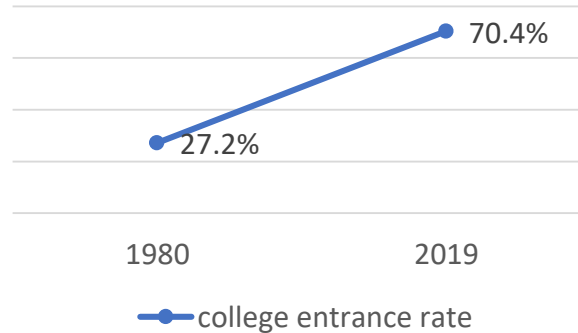
Introduction



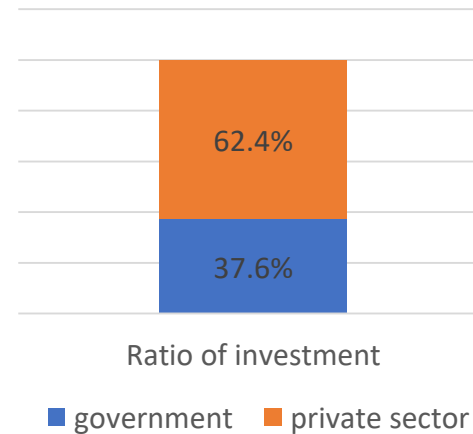
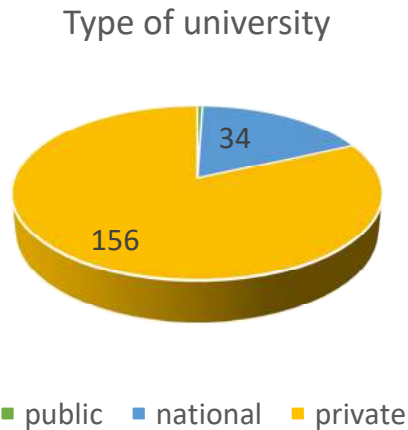
- Limited studies exist on the public and private role universities play in the global public good through non-Western epistemologies.
- **Our aim**
 - to analyze the interpretations of the public good discussion in higher education in South Korea by
 - policy makers
 - academics
- **We propose a new epistemological lens of ‘jeong’ as a conceptual tool and methodology in higher education research.**

Korean Higher Education

- Explosive growth in college attendance over the past few decades



- Led by private universities and private expenditure



Korean universities, whether public or private, are both placed under government supervision

Jeong and Higher Education

- **What is *jeong*?**

- Similar to ‘affection’ and ‘attachment’
- including strong feelings (love)
- passive form of ‘emotional bonding’ (Choi, Kim, and Kim, 2000).

a) *Jeong* is a type of emotion;

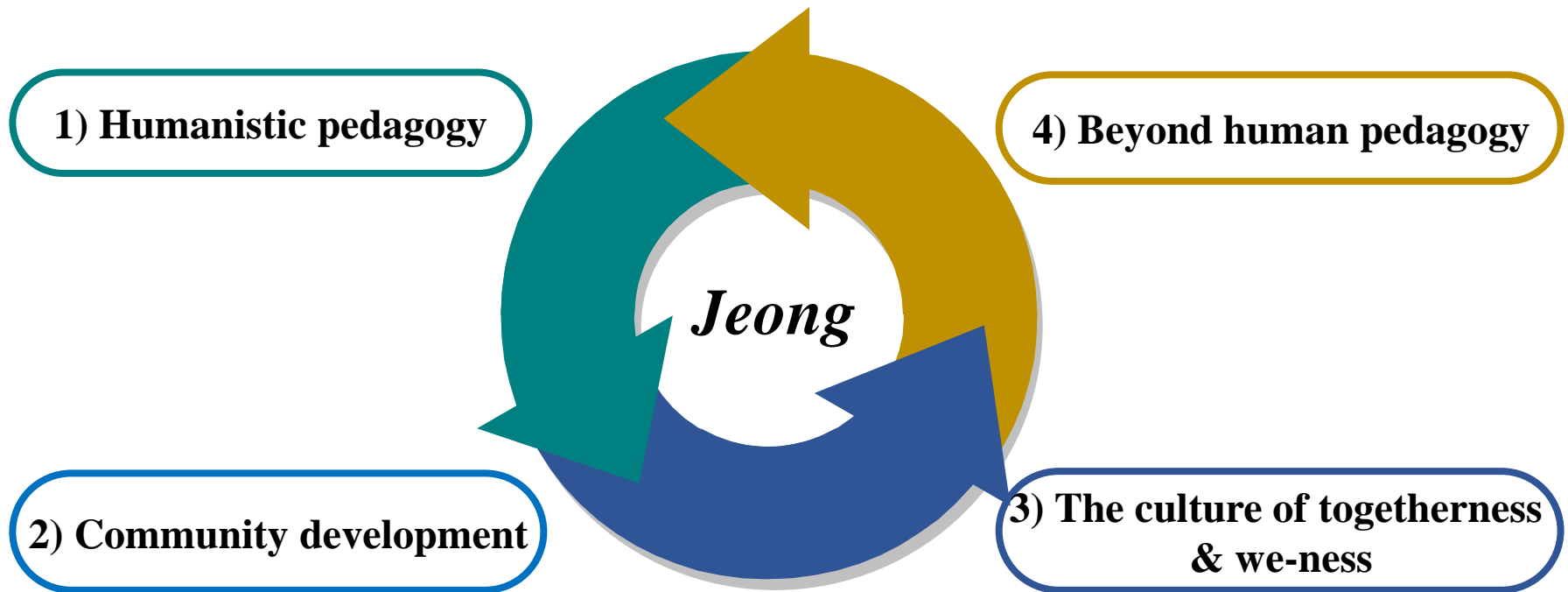
b) It arises from nurturing human relationships that embody understanding, inclusion and assistance;

c) It lasts for a long period of time (Choi and Lee, 1999).

Jeong and Higher Education

- **Key *jeong* characteristics** (Ko, 2010; Mayumi, 2018)
 - a) relational
 - b) persistent
 - c) authenticity of intentions, sincerity and reciprocity
 - d) bonding and community (we-ness)
 - e) ambivalent

Jeong's Characteristics in Korean Higher Education



Jeong's Characteristics in Korean Higher Education

1. *Jeong* as a Humanistic pedagogy (relationship-orientedness and humanity in higher education)

- Aim to help build meaningful professor-student and student-student relationships
 - Inclusive university life
 - Rituals as eating together and spending time together
 - Various summer and winter camps, outreach programs for students and the public
- important role of teaching, not research

Jeong's Characteristics in Korean Higher Education

2. *Jeong* as community development (a culture of helping and sharing)

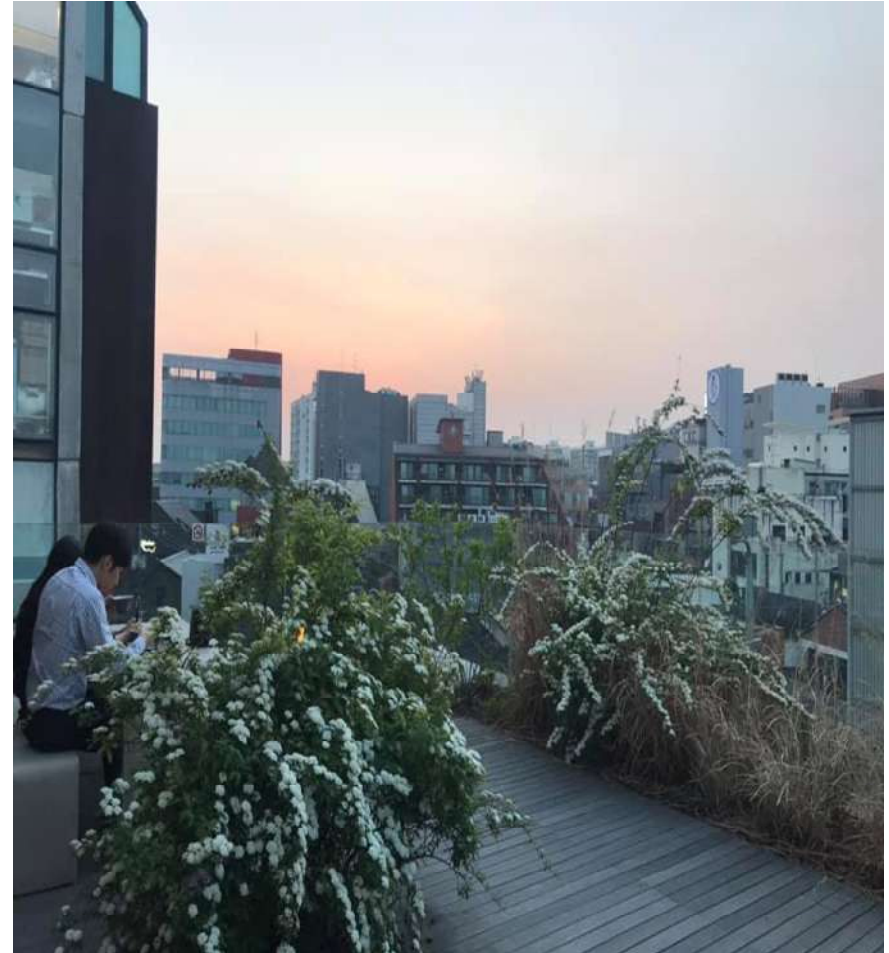
- Transition from a donor-receiving country to an aid-giving country
- Not only in the local community but also on national and international levels
 - Developing student mobility programs
 - Joint research initiatives and international development programs



Jeong's Characteristics in Korean Higher Education

3. *Jeong* as the culture of togetherness and we-ness

- A small garden on the roof of a university building
 - Local residents, students and alumni with children plant and grow vegetables.
 - Intergenerational learning and public pedagogy



Jeong's Characteristics in Korean Higher Education

4. *Jeong* as beyond human pedagogy (nature-human nexus in higher education)

- Respect for nature, flora and fauna
 - Building relying on rainwater to maintain the essential sewage systems
 - A space for people to socially interact with each other as well as with the animals visiting and inhabiting the space, for instance, bees.



Conclusion

- The first attempt looking at the public good role of higher education through a Korean concept of *jeong*
- **Four ways to conceptualize *jeong* as**
 - a) a humanistic pedagogy (relationship-orientedness and humanity in higher education)
 - b) community development (a culture of helping and sharing)
 - c) the culture of togetherness and wellness
 - d) beyond human pedagogy (nature-human nexus in higher education)

Do get in touch with us at ykmin21@snu.ac.kr, olga.mun@education.ox.ac.uk and on Twitter: [OlgaMun_ED](https://twitter.com/OlgaMun_ED)

