

CGHE 2020 Annual Conference webinar: Crossing international boundaries – Zoom chat function transcript, 17 June 2020



00:21:13 Miaolung Shih: Hello

00:21:29 Kiev Ariza: Thank you for the opportunity to join

00:21:37 Gabriella Hizume: Greetings from Brazil

00:21:40 AMAN KUMAR: gd evng sir .. I belong to INDIA, JHARKHAND
CAMBRIDGE INSTITUTE OF TECHNOLOGY,

00:24:16 Ven. Dr. Miaolung: understood

00:29:34 Paola Eiras: Speaking too fast and the sound quality is not too high - sorry -
I am not sure if others are experiencing that...

00:29:59 Simon Marginson: don't forget to prepare questions - Tom will be ready
for them in just 5-6 minutes

00:30:42 Simon Marginson: I'm hearing Tom well - is anyone else haven't
problems?

00:30:59 Simon Marginson: having problems, I meant!

00:31:06 Kiev Ariza: Sound is clear, Simon

00:31:12 Mokhidil Mamasolieva: I am listening well too!

00:31:13 Ariane de Gayardon: The sound is fine here too

00:31:26 Doria Abdullah: can hear Thomas clearly

00:31:26 Fauzi Abdillah: Clear, Simon

00:31:29 CONG Lijuan: Sound is clear

00:31:34 Cristina Carvalho: It is ok here!

00:32:01 Paola Eiras: thank you! I needed to adjust my audio, it's better now

00:32:10 Sophie Lu: will this powerpoint be available for us to download at
somepoint?

00:32:24 Simon Marginson: Sorry this is happening Paola, might be at your end, but we are all hostage to Internet companies, bandwidth, peaks and troughs etc

00:32:36 CGHE Webinars: Yes Sophie, the slides will be on the CGHE website this afternoon.

00:32:42 Paola Eiras: Thank you!

00:32:50 Sophie Lu: great, thanks

00:33:16 Simon Marginson: 100 participants

00:35:33 Rijal,S.Sos.,M.AP: thank you.

00:37:36 Simon Marginson: Questions?

00:38:10 Sali Ayash: Thanks

00:40:56 Mokhidil Mamasolieva: Thank you, Tom. Could you please let us know if you have seen differences in the process of political identity development of your interviewees?

00:41:37 Xin Xu: Thank you Tom! A quick question: I wonder how do you perceive the role of students' agency under the potential impacts of the COVID19, in the UK and in Japan?

00:48:38 Mokhidil Mamasolieva: Simon, could we have this recorded session later?

00:49:12 Xin Xu: Thank you Tom!

00:49:34 Mokhidil Mamasolieva: Thank you, Tom!

00:59:03 Simon Marginson: Lili is talking about the differences and similarities between Chinese worldview and English language Western worldview. When these agree the world travels more smoothly. But the differences might be valuable too! Each tradition might add something distinctive and valuable to the world. What do you think?

01:01:01 Akiyoshi Yonezawa: Both systems officially identify themselves as multi-ethnic and multi-cultural systems. How do you deal with (at least the intention of) this multi-cultural aspects in your discussion?

01:01:13 Paola Eiras: Fascinating!

01:01:44 Ven. Dr. Miaolung: 風水....wooo

01:02:03 Michael Kramer: Brilliant presentation, thank you Lili!

01:02:05 Giulio Marini: Which HE system today is more meritocratic in your opinion between Anglo-Saxon ones and the Chinese?

01:02:45 Pengfei Pan: Thanks Lili for your presentation. You have shared the concept of social equity in Chinese context, but how would you comment that it is such a hierarchical higher education system compare with some western systems (e.g. Australia)?

01:03:37 Trif Victorita: How important is the ethos in this comparison?

01:05:11 Wen Wen: Lili, how do you perceive the universities' role in serving the society in the two very different systems? Given the fact that both societies began to emphasize university's scholarship/common goods to be more accessible for society

01:06:07 Doria Abdullah: could it explain why the West emphasised on academic freedom as key for higher ed to flourish, while the same concept may be less "sticky" for higher ed systems beyond the West? (trying to find an application to the concept presented, great one Lili!)

01:06:37 Simon Marginson: Questions - Aki, then Pengfei, then Wen then Giulio

01:06:47 Galaxy Note9: How do Confucian-derived HE systems in multi-party systems differ from HE in PRC?

01:06:54 Cassie. M Zhang: Thanks so much for this insightful presentation, Lili! I`d like to add a more specific point on Pengfei`s question with a focus on doctoral education - students experience in doing a PhD in the two different `HE systems`

01:13:00 Paola Eiras: we need to further value other geographies of knowledge, that is eastern social researchers, rather than reproducing a westernised theoretical framework/worldviews - Lili's work is highly relevant!!

01:13:44 AMAN KUMAR: thank you so much...so knowledge given by the carrier opportunities..

01:13:55 Amardeep Kumar: thank you fro nice presentation , I am amardeep working on similar area of higher education

01:14:01 LIN TIAN: Thanks, Lili! Fantastic presentation!

01:14:34 Arzhia Habibi: Wonderful presentations Tom and Lili! Lili, I have so many questions to ask you about the global crises contexts and its impacts on the evolving/transforming concept of HE and the `global public good` and its related concepts (particularly drawing upon Chinese philosophical world-views) But perhaps we can park that for now as I can see there are SO many questions! Thank you again CGHE - Simon, Trevor, Lili and Tom. Rich discussions.

01:16:36 Dr Mohd Mustaque Ahmed: Happy to know different views about higher education and aspects of culture.

01:16:40 yanru xu: thanks, lili. given the role of state in HE is different in these two different contexts, how to and who can harmonize the external conditions (structural factors) and individual efforts respectively? in which level? (state/institution ?)

01:18:28 Simon Marginson: in the video webinar we have time for questions from Giulio and perhaps Trif - then we go to online chat

01:23:35 Xin Xu: Thank you Lili and Tom! Brilliant presentations!

01:23:54 Trif Victorita: Thank you!

01:24:16 Doria Abdullah: thanks!

01:24:18 JIE LIU: Thanks!

01:24:22 AMAN KUMAR: thank ..

01:24:22 Arvind Vepa: Thanks CGHE, Tom and Lili

01:24:25 Cristina Carvalho: Thank you, Thomas and Lili.

01:24:27 Pengfei Pan: Thanks

01:24:37 Cristina Carvalho: Excelent presentations!

01:24:37 Amardeep Kumar: Thank you !

01:25:08 Lili Yang: Thank you to everyone for your contribution! Great conversations :)

01:25:20 Simon Marginson: now is your chance to ask those tricky questions you are saving up for Tom and Lili!

01:25:26 Suhendi Syam:thank

01:25:50 Paola Eiras: Hi Lili, are you addressing the previous question here?

01:26:03 Paola Eiras: Which one is more meritocratic?

01:26:21 Simon Marginson: Lili don't forget Giulio's question about 'how is the most meritocratic?' !

01:26:27 Lili Yang: Back to Giulio's question, I think both traditions are meritocratic. And the mecritocracy is definitely an important element in the Chinese tradition. But I am not be able to tell which one is more meritocratic as both of them are.

01:26:59 Cristina Carvalho: I am interesting about meritocratic systems as well!

01:27:03 Simon Marginson: do the two traditions have the same idea of meritocracy?

01:27:09 Paola Eiras: thank you so much for your research, Lili! Brilliant piece of work!

01:27:53 Pengfei Pan: How would you distinguish the tradition of meritocratic and the reaction in a neoliberal governance context?

01:28:06 Lili Yang: Not really the same meritocratic ideas, I think. In line with the different emphasis on equality of freedom to achieve and equality of potentiality to self-cultivate :)

01:29:43 Lili Yang: While the liberal Anglo-American meritocracy may assume different talents and capacity of individuals (based on which the idea of equality of opportunity is raised), the Chinese tradition would say that achievement/results of self-cultivation is solely determined by oneself.

01:32:24 Lili Yang: I think the meritocratic tradition is now entangled with the neoliberal or capitalist influence in China. That families/individual students are regarding education an important mean for keeping their upper/middle-class status or realising upward mobility.

01:34:33 Linh Nguyen: Thank you Simon, Tom and Lili and everyone for the terrific presentations and discussion. I would like to have a question to perhaps both Lili and Tom. Given the premises of your PhD research, what are your views on young adults' perception of higher education in the next five or ten years? If higher education is more commodified while young adults in many parts of the world have a stronger sense of agency for their life and studies, will they be less keen on pursuing a university degree?

01:36:14 Giulio Marini: Thank you Lili, the concept of "meritocracy" will feed your research I hope

01:37:35 Lili Yang: Thank you Giulio! It will :)

01:39:00 Lili Yang: Hi Linh, that is an important question. My view that with the further trend of massification and commodification of higher education, it may become increasingly important/necessary for young adults to gain a degree, as the cost of not doing so would be even higher in the future. But this may work differently for students from different social backgrounds.

01:39:30 Thomas Brotherhood: That's a great question, Linh, thank you. For my part, I get the sense that people will continue to be driven to pursue a degree by the desire to differentiate themselves on two fronts: (1) from others in their peer group, and (2) from themselves through self-formation. As long as HE continues to support these processes of differentiation, I believe people will continue to be motivated to enter HE. Of course this is complicated by Covid-19, which may undermine these processes of differentiation if the education model is radically changed, and that is an important empirical question moving forward.

01:42:52 Linh Nguyen: Thank you both for your deliberate answers, I really appreciate. I somehow agree with you both. The higher education pie may be harder for students to digest, but it is still tempting to resist!! All the best to your work and looking forward to reading your research, Lili and Tom. :)

01:43:37 Lili Yang: Thank you very much Linh, and to everyone for the brilliant and fruitful discussion :)

01:44:21 Thomas Brotherhood: Thank you everyone!

01:46:33 Cristina Carvalho: Thank you both for these brilliant presentations and works!

01:48:13 CGHE Webinars: Thanks for a great discussion everyone, we're closing the chat now. The webinar recording will be on the CGHE website tomorrow morning.