

CALL FOR CHAPTER PROPOSALS

Chinese Education Models in a Global Age:

Transforming Practice into Theory

This book endeavors to document the practice of “Chinese” education in a global era in order to determine the extent to which these practices can be understood as distinctly Chinese education models. This controversial topic is quickly becoming a major focus of global education research. As the rising demographic and economic influence of people of Chinese descent becomes apparent throughout the world, the implications of this on current and future trends in education cannot be ignored. China’s rise, the increasing emphasis on benchmarking in education (e.g., student assessment, university rankings, quality assurance), and the global recognition of East Asian countries’ success in this arena have brought the issue of Chinese education to the forefront of both academic and public consciousness. The Chinese education models are the product of complex forces and subject to a wide range of differing interpretations. It is a question that defies simple answers and arouses emotional responses from people the world over, including scholars, policymakers, students, parents, and educators. This book sets the stage for debate on this issue and welcomes a diversity of analyses from an international team of authors.

Chinese education models are defined in this book as a set of educational-related concepts and practices that are informed by the Chinese context, be it historical, cultural, philosophical, demographic, or otherwise. Conceptually, these include value systems, identities, the historical impacts of sociopolitical upheaval, and many other complex notions. In practice, they include power dynamics, tactics for teaching and learning, and the responses to these practices. Chinese education models are not a monolith; they are comprised of many elements. Moreover, they are neither static nor geographically confined, evolving over time and changing from place to place. Thus, in order to highlight this geographic and situational variation, the plural term *models* is used in the text. Indeed, the Chinese education models can be understood not as a concrete fact but as a question. Responding to that question is the central focus of this text.

The book is divided into three parts that explore the contexts, practices, and theoretical development of such a model. Whereas much research moves from theory into practice, this book takes the opposite approach. Expert analyses of Chinese education in practice are collected and used as empirical evidence and then tied together by discussing from a theoretical perspective the extent to which Chinese education can be understood as a model. Different forms of education in a number of societies around the world, including Hong Kong, Macau, mainland China, Singapore, Taiwan, and overseas Chinese communities, are taken into consideration. Throughout the text, the “Chinese” (i.e., *huaren*) of Chinese education is therefore interpreted broadly, emphasizing the cultural, historical, and philosophical aspects of its development. The book does not hypothesize that a singular Chinese education model can be identified. Instead, it argues that there are aspects of Chinese education, both in practice and in theory, that make it distinct from education elsewhere in the world. Taken together, these features may constitute what could be understood as a set of Chinese education models.

Discussions in comparative education about the differences between Eastern and Western education systems are not a new phenomenon. Harold Stevenson’s *The Learning Gap* (1992) helped to bring the issue into mainstream public consciousness over two decades ago, and authors before him, such as Ezra Vogel, had previously touched upon these issues. Most recently, *Education in China: Educational History, Models, and Initiatives* (Zha, Hayhoe, and Ross, 2013) has taken a wide-ranging look at certain aspects of Chinese education.

Chinese Education Models in a Global Age sets itself apart from these other texts in several ways: first, by inviting debate and a diversity of interpretations; second, by using Chinese education practices as an empirical basis for understanding Chinese education models from a theoretical perspective; third, by emphasizing the implications of, responses to, and current and future trends of this model; fourth, by reconceptualizing “Chinese” as the many distinct geographical locations around the world that have been influenced by Chinese history, culture, philosophy, and politics; and fifth, by treating the Chinese education model as undergoing a constant process of evolution due to the forces of globalization, regional integration, the proliferation of market-oriented ideologies.

The book welcomes chapter contributions on a broad range of topics. In order to promote

analytical coherence among the chapters, guidelines are given in the tentative Table of Contents and Chapter Structure. Because this is an integrated work, chapter authors should also make an attempt to take some of these questions into consideration in their chapters.

- How does the chapter topic relate to a distinctly Chinese education model? How does it differ from other education models or education systems in other countries?
- What are the geographic, social, or cultural boundaries of the chapter topic? Is the analysis applicable to all of education in the given context? If not, to what extent is it applicable?
- How does the chapter topic make an original and significant contribution to knowledge? What past research does it either confirm or refute?
- Who are the key actors involved? What are their motivations? Why?
- How does the chapter topic relate to the other chapters or parts of the book? Specifically, how does it link context, practice, and theory?

Please see the tentative Table of Contents and Chapter Guidelines for more details about the book. Authors are encouraged to critically engage in producing its final structure, and the editors welcome all contributors' feedback.

Next Step

Please email your chapter abstract and proposal (~1 page) to Dr. Chuing Prudence Chou at iaezcpc2007@gmail.com **before June 15, 2014**. Indicate clearly the part of the book, tentative chapter title, structure (e.g., theoretical framework, methodology), and timeline for completion. Co-authorship is welcome.

Please note that the book is under contract with Springer. Manuscripts are to be submitted to the editors **no later than November 30, 2014**. Early submission is encouraged. Authors will receive feedback within six weeks of submission and have two months to make revisions. The book is scheduled for publication in mid- to late-2015.

Questions or suggestions may be directed to the email address above. We look forward to your participation in this project.