The reorientation of higher education: Challenging the East-West dichotomy

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Abstract
This book presents accounts of the repositioning of higher education institutions across a range of contexts in the East and the West. It argues that global governance, institutional organisation and academic practice are complementary elements within the process of institutional repositioning. While systems, institutions and individuals in the different contexts are subjected to similar global trends and pressures, the reorientation of higher education takes diverse forms as a result of the particularities of those contexts. That reorientation cannot be explained in terms of East-West dichotomies and divisions, but only with reference to the interflow across and within systems. Globalisation necessitates complex interconnectivities of regionality, culture and geopolitics that this book explores in relation to specific cases and contexts. Copyright © 2012 Comparative Education Research Centre, The University of Hong Kong.

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Higher education has in the past demonstrated its crucial role in introducing change and progress in society and is today considered a key agent in educating new generations to build the future, but this does not exempt it from becoming the object of an internal reformulation. According to the World Declaration on Higher Education for the 21st Century (1998), higher education is facing a number of important challenges at the international, national and institutional levels. At the international level, there are two main challenges. The first is the role of supranational organisations such as U7 Department of Psychology, West University of Timisoara. 8 Department of Guidance and Counselling, University of Buea. 9 Department of Marketing and International Business and Institute on Asian Consumer Insight, Nanyang Business School, Nanyang Technological University. However, research has relied excessively on contrasts between North American and East Asian samples, and commonly used self-report measures of independence and interdependence frequently fail to show predicted cultural differences. We revisited the conceptualization and measurement of independent and interdependent self-construals in 2 large-scale multinational surveys, using improved methods for cross-cultural research. Without attempting East-West comparisons, Hoffman, Philip T., Growth in a Traditional Society: The French Countryside 1450–1815 (Princeton, 1996), also sees expansion resulting more from favorable political and trade openings than from peculiar cultural features or property rights. 91 Rozman, , Urban Networks in Russia, 1750–1800, and Premodern Periodization (Princeton, 1976), esp. Higher education can lead to many benefits, including a prosperous career and financial security. In the 21st century, education plays an even more significant role in other aspects of your life. Attaining a higher education can increase your opportunities and improve your overall quality of life. Today, more Americans are seeing the significance of a college education and its role in providing better job opportunities and a comfortable lifestyle. In fact, about 84 percent of Americans claim that a higher education is very (47 percent) or extremely (37 percent) important to get ahead in life. The tendency for internationalization of higher education in many Higher Education Institutions (HEIs) around the world, including those of Malaysia, is increasing with the current wave of globalization; however, the main challenge of international HEIs is how to manage intercultural diversity and overcome intercultural learning challenges that affect international students' learning outcomes and learning sustainability. Hence, the aim of this study was to investigate intercultural learning challenges that affect international students' learning sustainability through a proposed meas