

两岸四地“文化视域下高等教育的教与学转型”学术研讨会  
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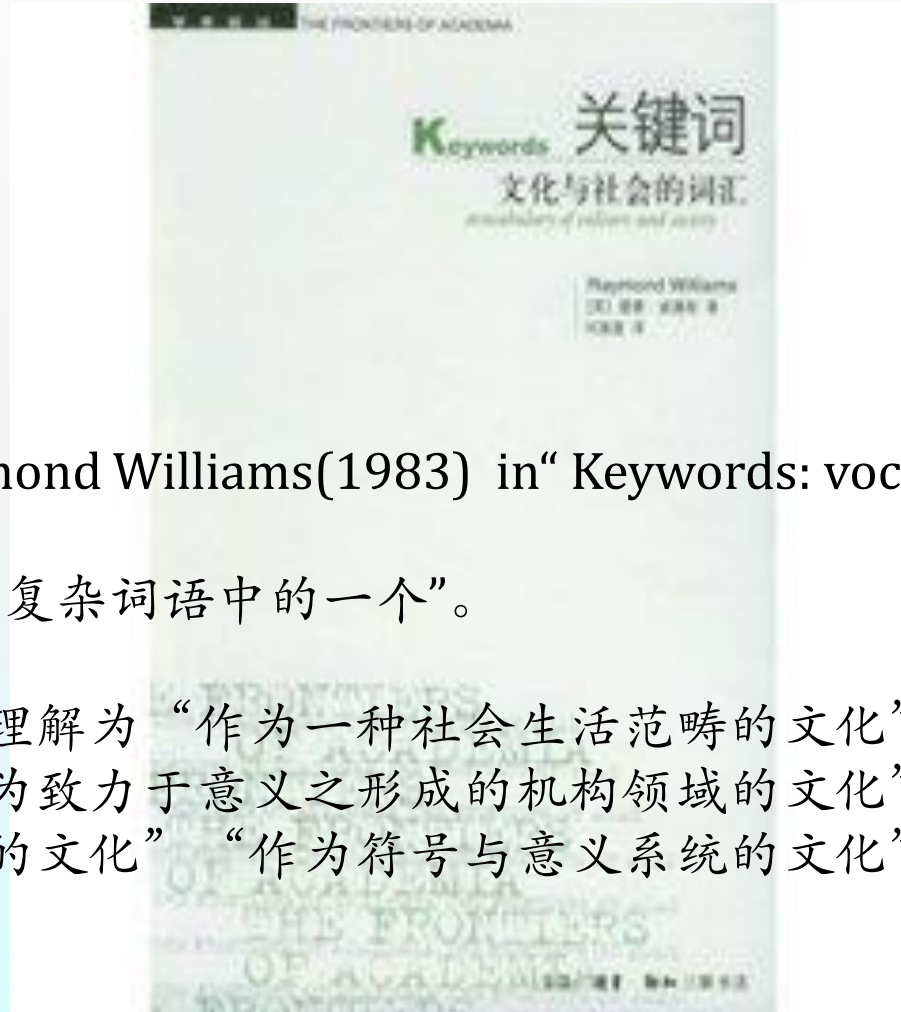
# 文化形态重塑中的高校教与学模式变革

(Beyond Culture Remodeling: Changing Paradigm of Instruction at HE Institutions)

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- ◆ 本次学术研讨会主题为“文化视域下高等教育的教与学转型” (A Cultural Transformation for Learning Centrality in Chinese Higher Education)，探讨近期在高等教育变革过程中，文化因素对“教与学”模式转型的影响。

# Culture as a complex concept



As noted by Raymond Williams(1983) in“ Keywords: vocabulary of Culture and Society ”

“文化是英语中最复杂词语中的一个”。

因为文化可以被理解为“作为一种社会生活范畴的文化”，包括“学术行为文化”，“作为致力于意义之形成的机构领域的文化”，也可以“作为创造性或主体性的文化”“作为符号与意义系统的文化”“作为实践的文化”

# 何谓“文化”？

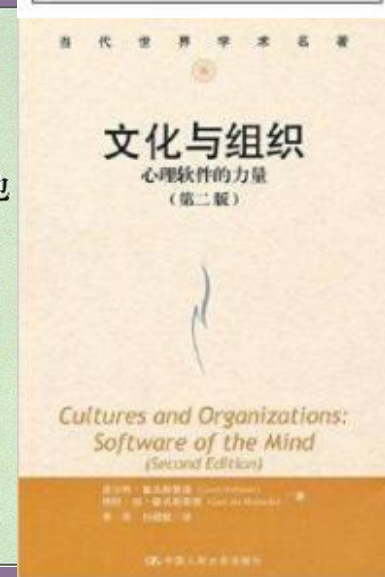
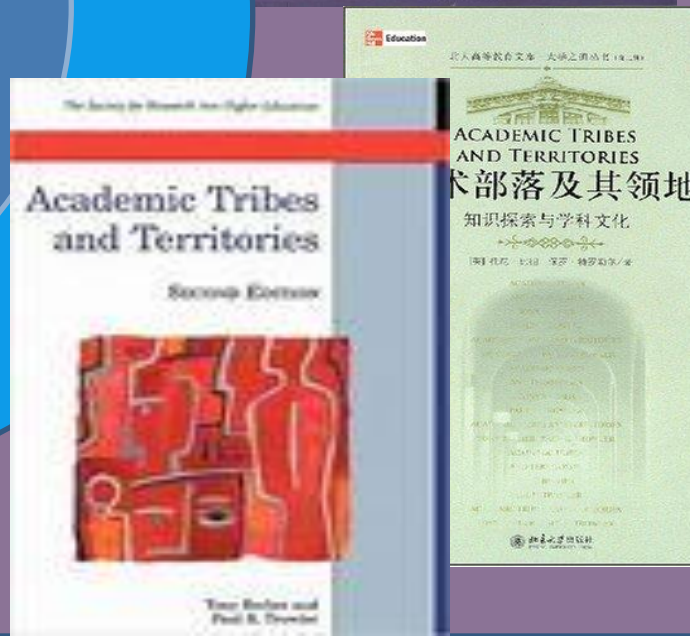
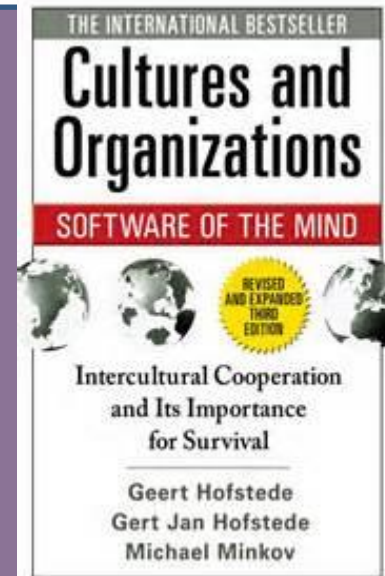
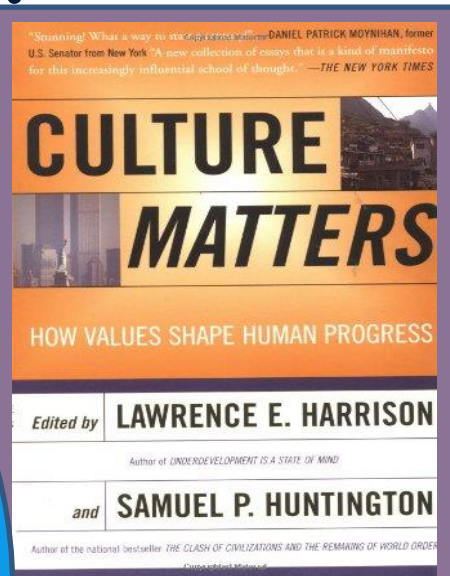
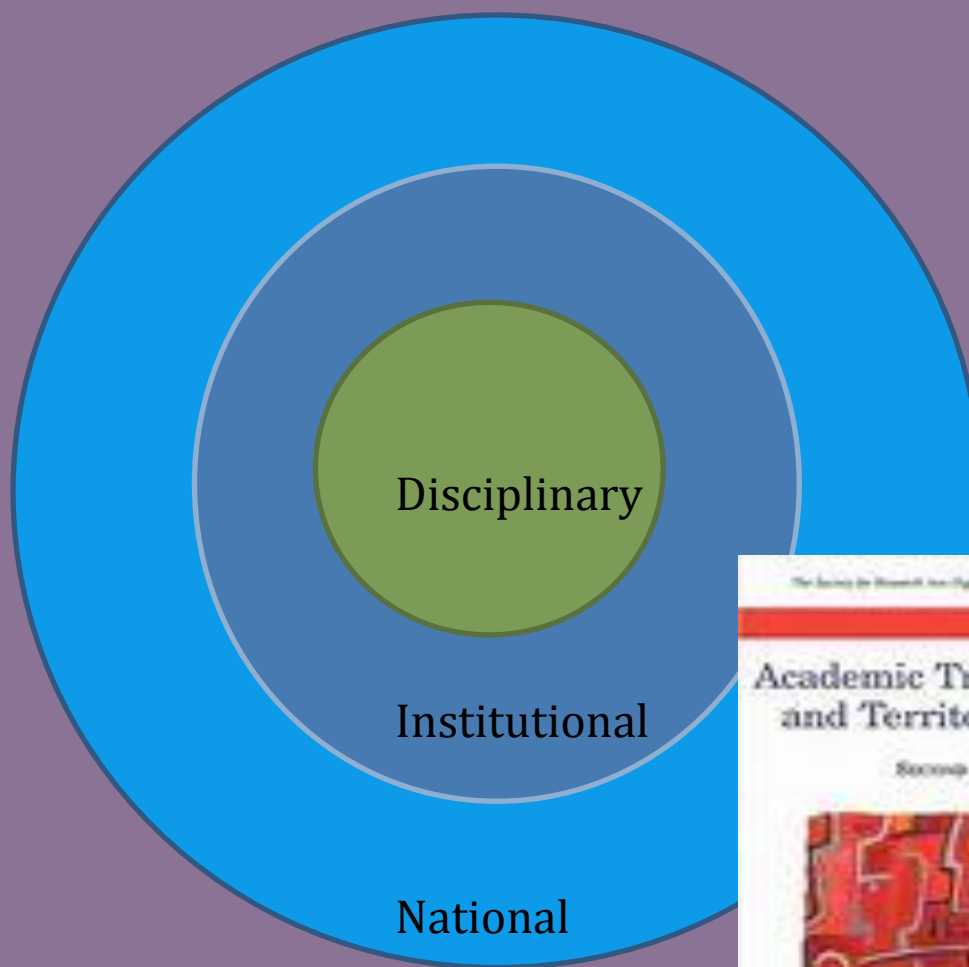
- ◆ Clifford Greertz(1973), 《文化的阐释》，以一个社会科学家独特的文化思考方式，阐释文化及其文化的价值，他指出：
- ◆ “人是一种悬浮在他自己编织的意义之网中的动物”而“文化就是这只网。”。
- ◆ 威廉西维尔认为，文化有多重含义，其中最为有效的概念是将之视为一种作为系统与实践之间的辩证法。它既是有着特定的一致性和定义的符号与意义的系统，又是一套的实践。
- ◆ (威廉西维尔“文化的（诸种）概念”)

# My understanding and interpretation :

- ◆ Culture as a complicated concept, at both conceptual and operational, describes a meaning world(or environment) represented either by belief, value, symbol or language so on , or agencies, habits as well as action so forth.
- ◆ (1) 作为一个理论意义上的概念，代表一种由信念、价值、符号和语言等构成的意义的世界；
- ◆ (2) 作为一个实践的概念，代表由机构、习惯和行为等构成的外部环境。
- ◆
- ◆ 这种文化的价值就在于通过寻找有意义的符号表达，阐释我们对存在的世界（环境）的诉求，并通过环境世界的改变，进而改变我们自己。
- ◆ Does culture matter?
- ◆ Answer is YES!!



## 三种文化：社会、组织和学科



# Social Changes

- Globalist knowledge economy
- ITC & transportation (A380)
- market economy with neo-liberalism, privatization
- Massification of HEd.
- Learning Society

--"the World is flat"—globalization is not a choice but reality

---Global village;  
Distance Education(MOOCs, virtual universities)

---academic capitalism stressing de-centralist NPM,

Improving4A ( accessibility, affordability, accountability , employability )

HE institution as borderless organization

# Culture Claims under the Changes

## Changes

- ◆ ---Globalization as a social transformation:
- ◆ --Modernizing university as a transformation of institutions & organizations
- ◆ --reforming disciplinary programs

## Culture claims

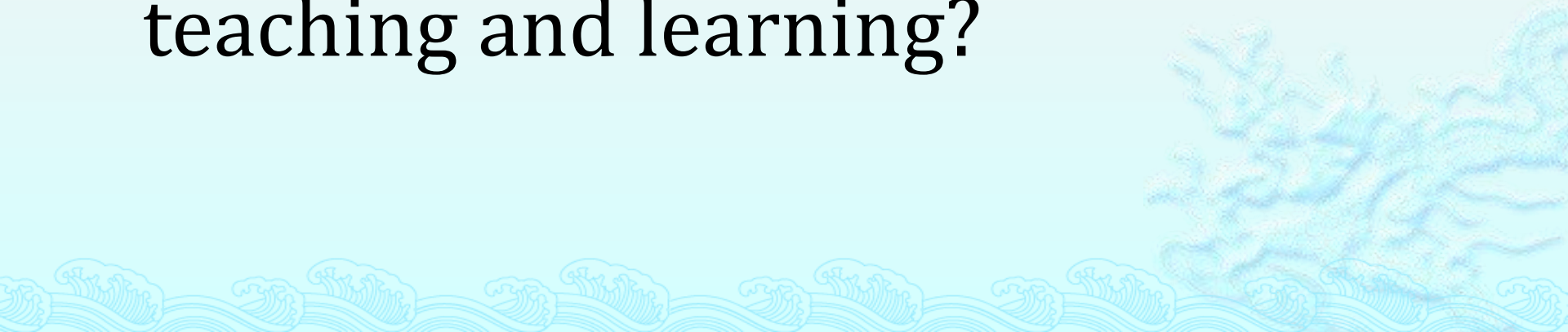
- ◆ -connectedness/interaction , unified/uniqueness/
- ◆ EU Bologna Process as example
- ◆ ---introducing mechanism of competitiveness
- ◆ Changing paradigm of teaching and learning with integration of knowledge, and competence based outcome assessment
- ◆ Global Tuning process as an example



# What if Culture Change?

What does it mean if the learning culture has been changed?

What impacts will bring about on higher education , particularly on teaching and learning?



# What if Culture Change?

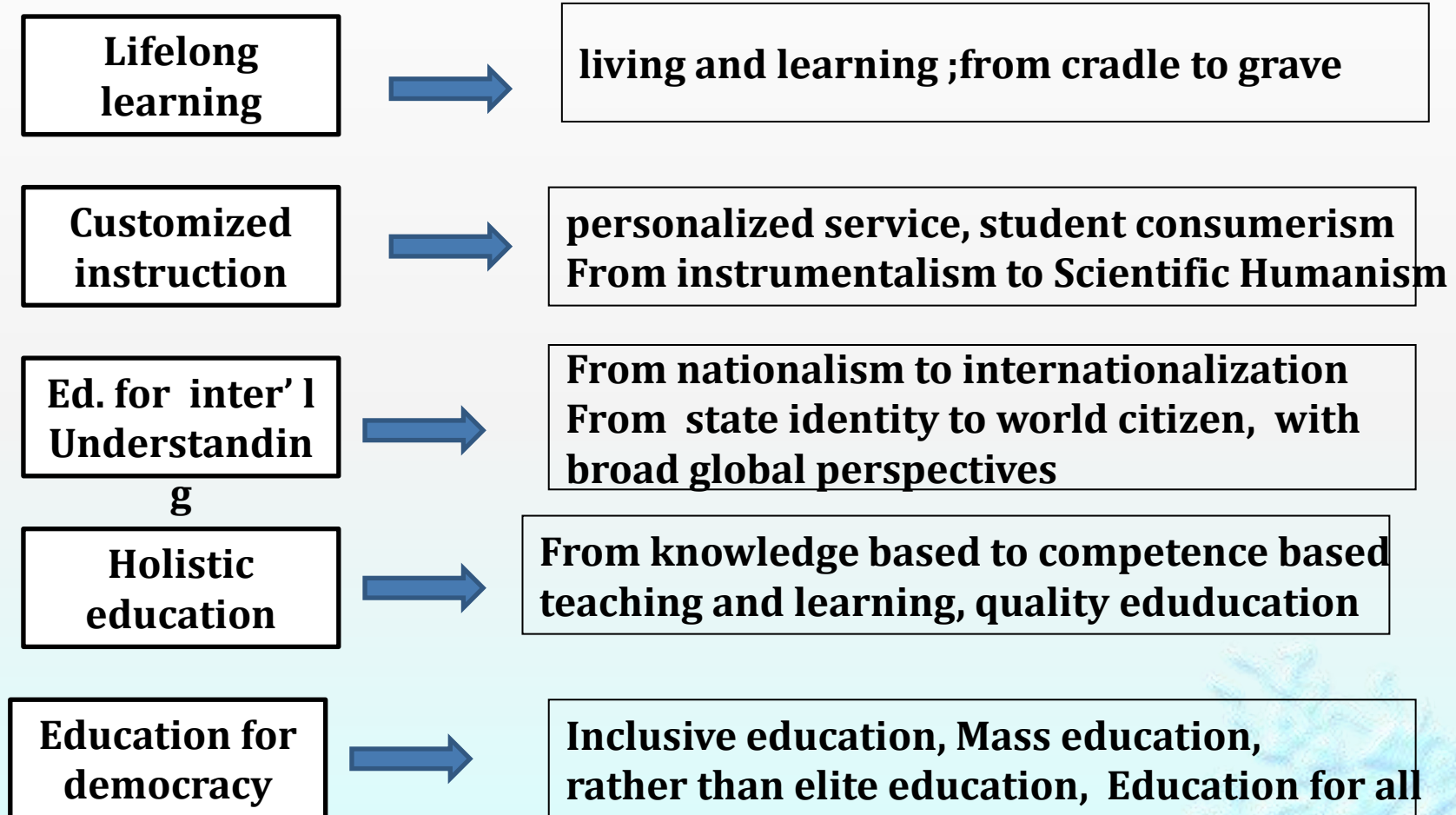
- ◆ Culture of instruction as the meaningful world(environment) is a precondition by which the changing paradigm of teaching and learning is needed.
  - aims and goals of HEd.
  - instruction structure,
  - teaching process and contents,
  - methodology (pedagogical)
  - the behaviors of teachers and students as well as
  - Outcome assessments

# 1.Changes of institutional culture : from traditional to emerging (Molly, DeBoer, etc. ):

- ◆ (traditional/dominate)
- ◆ ——国家附属模式 (国家主义、学术主义的)
- ◆ ——集权主义 (centralized)
- ◆ ——公共产品；政府单一投入；
- ◆ ——学术取向，学科规训，僵化，
- ◆ ——学术寡头，学术权威；
- ◆ ——教师中心主义
- ◆ ——内部监督评估

- ◆ transitional/emerging
- ◆ ——公司治理 (市场主义、管理主义)
- ◆ 分权治理(de-centralized)
- ◆ ——P-P产品，投资多渠道
- ◆ ——职业主义，市场导向，灵活
- ◆ ——学术平等，平等对话
- ◆ ——学生消费主义
- ◆ ——外部与外部评估共治

## 2.Changes of educational ideas



## 2.Changes of educational ideas



对高等教育改革的影响

高等教育是  
干什么的？

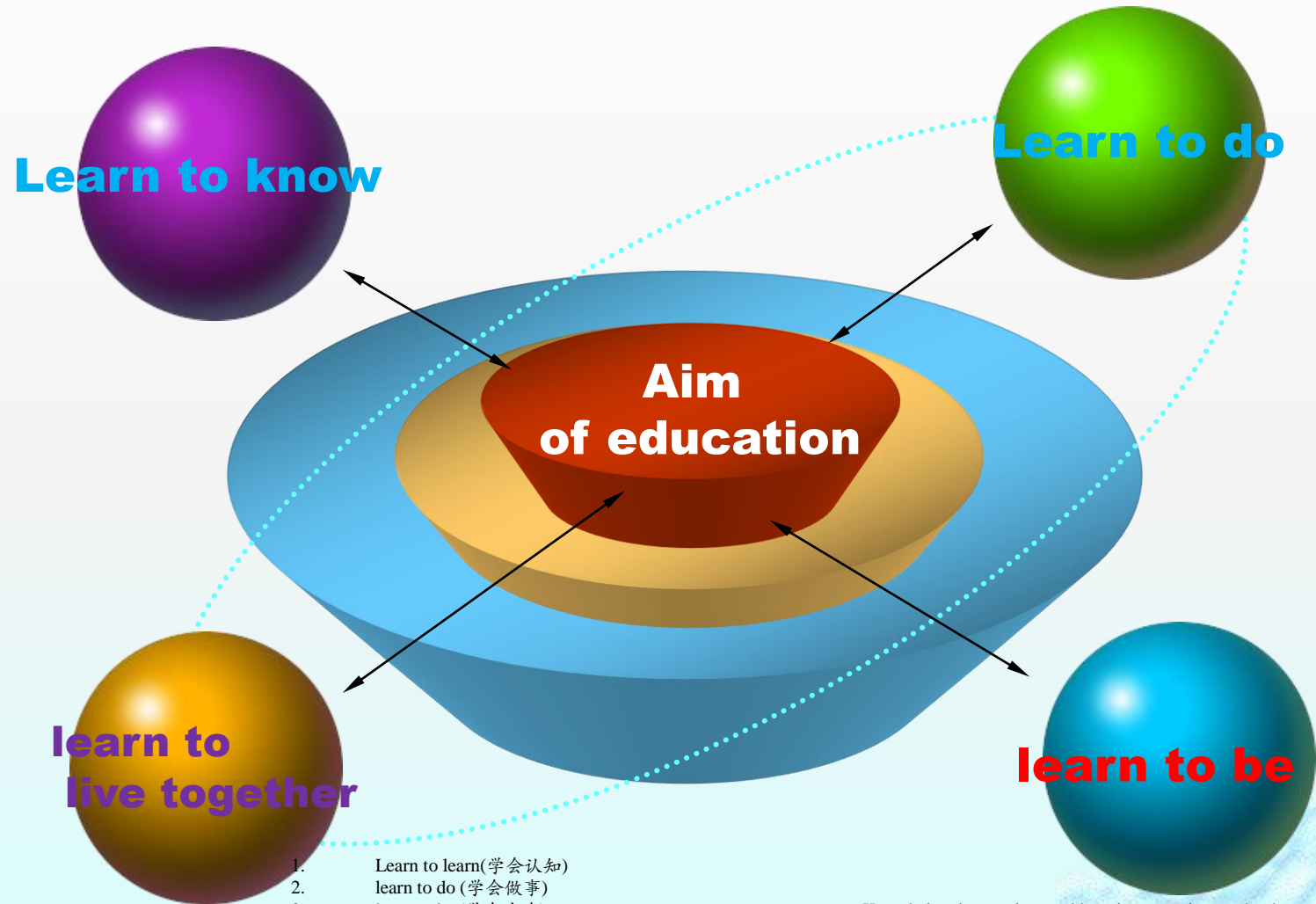
终结性教育？还是阶段性教育？  
培养技术工匠，还是有教养的人？  
是培养民主主义者，还是全球公民？  
半面人，还是全面发展的人  
高等教育服务少数人，还是面向全体



### 3. Changes of goals and objectives

- ◆ University education Goals responding the needs of a globalist knowledge economy.
- ◆ Global villages where Global citizens live and work ,
- ◆ 在当前的全球市场上，人流、物流、资金流、信息每天跨越边界快速流动，任何领域的工作，都需要具备国际视野、适应多元文化、掌握多种语言、通晓国际运作规则的国际人才。
- ◆ 资料来源：《孩子，我要你比我更国际》（周慧菁等，2004）

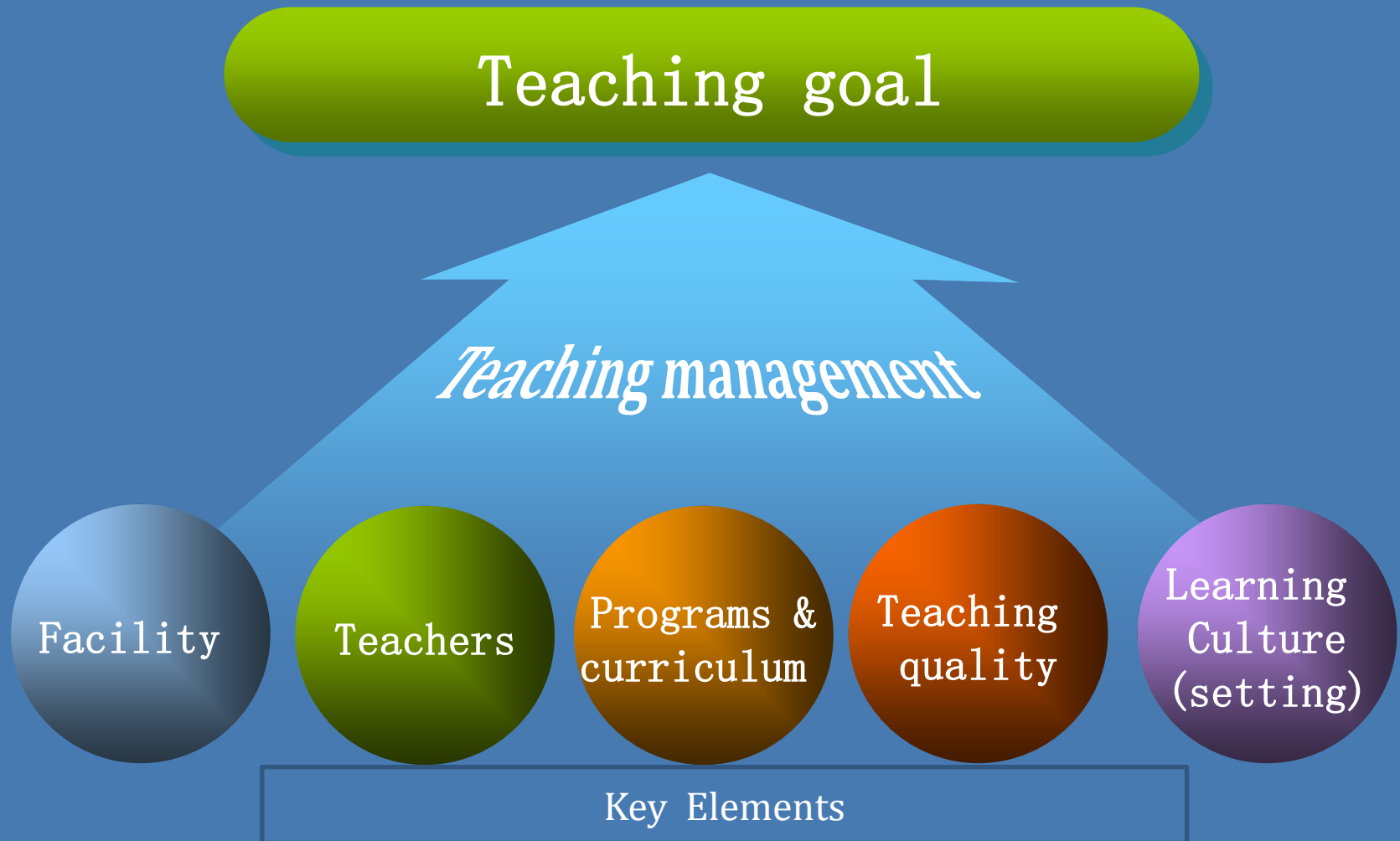
# UNESCO: 4- L Model personality



1. Learn to learn(学会认知)
2. learn to do (学会做事)
3. learn to be (学会生存)
4. learn to together (学会共处)

Knowledge, innovation, and learning capacity are the three complementary aspects of current development in advanced societies.

# How to reach at the goal



# 4. Changes of Teaching Process and Contents

**Traditional: curriculum for**

**Emerging: curriculum for**

♦ Main functioning :  
Professional development

Main functioning:  
Holistic Personality

Knowledge  
delivery

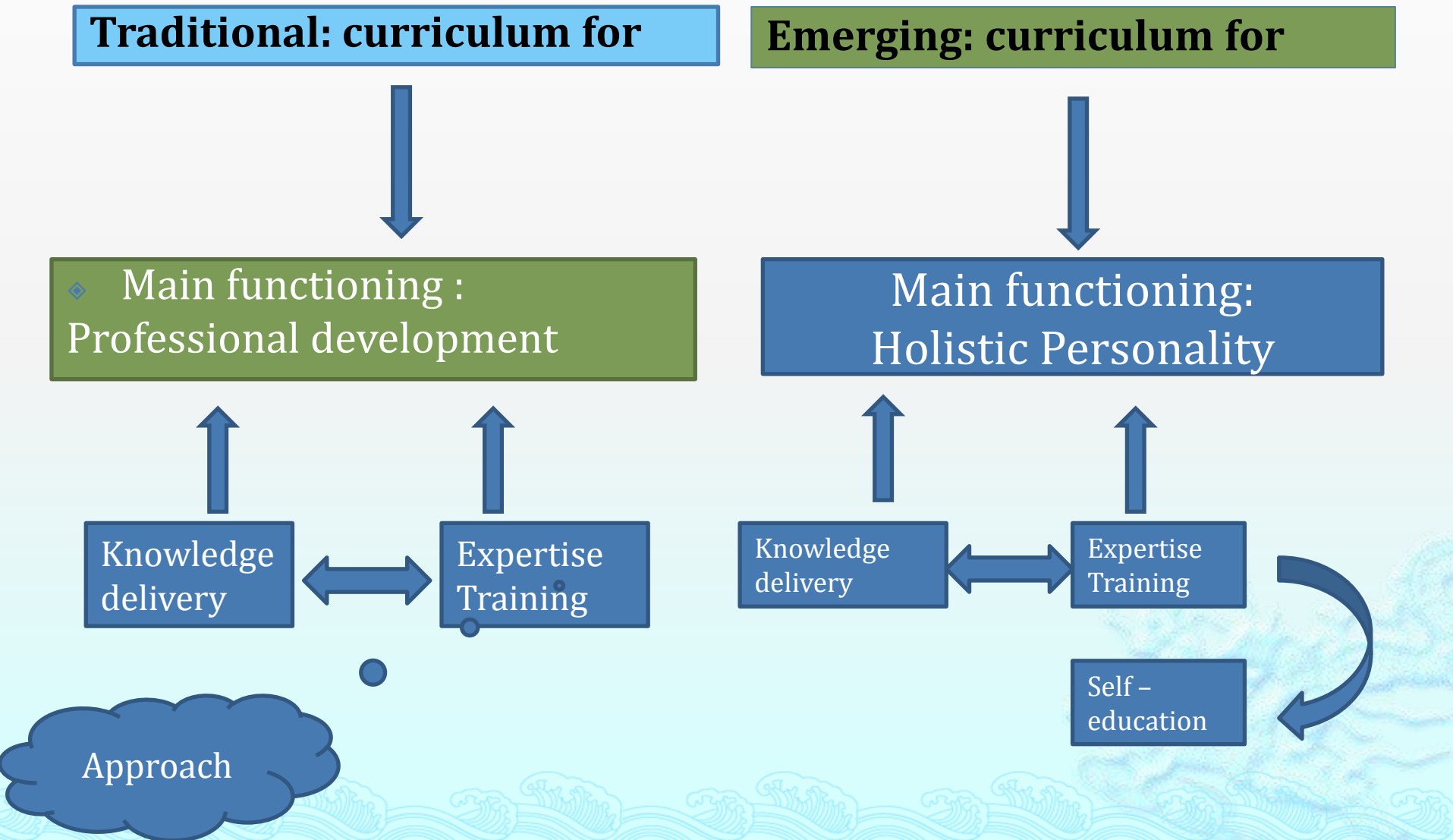
Expertise  
Training

Knowledge  
delivery

Expertise  
Training

Self -  
education

Approach



# How to do self-education

Self-practice

自我训练

•教育是人的灵魂的教育，而非理智知识和认识的堆集

Self-learning

自我教育

•教育就是引导“回头”即顿悟的艺术。

Open-minded

与自我敞亮交往

•对话便是真理的敞亮和思想本身的实现。

Self-Shaping

自我生成

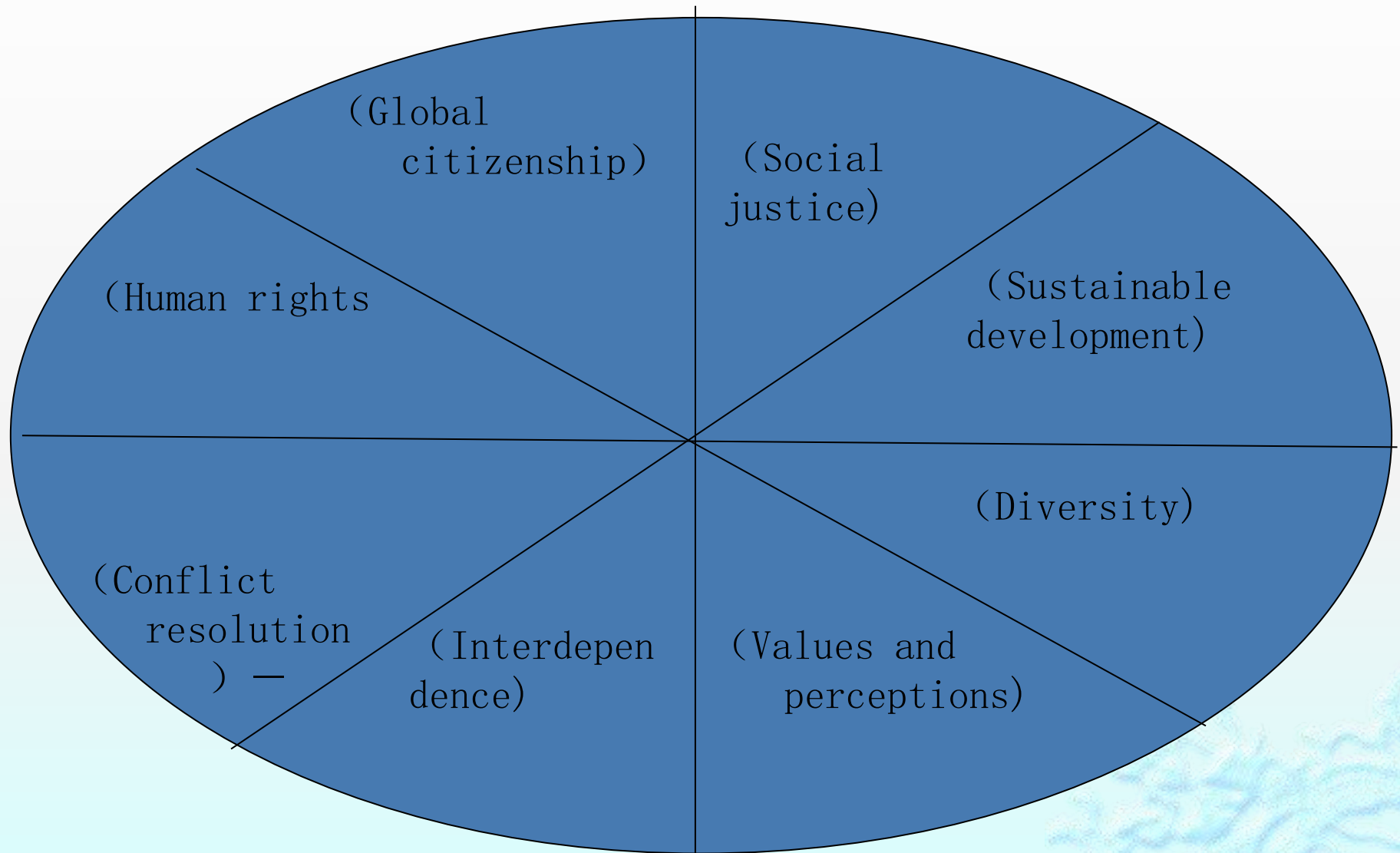
•人本真的存在

Highest level

比较 类型	课程	教学	学生 在场 情况	三者 之间 关系
境界 1	图纸	施工	不在	一主 二仆
境界 2	方案	实施	不在	二主 一仆
境界 3	乐谱	演奏	不在	一主 二仆
境界 4	意义 关系	对话性 实践	在场	二主 一仆



# UNESCO: School curriculum for a profile of holistic personality



数据源: Developing the global dimension in the school curriculum (DfES, 2005)

# 5. Changes of paradigm of instruction

## Conceptually

- ◆ From behaviorist approach(learning theory ) to cognitive approach & constructive approach

以学论教：Thinking about instruction from learners' perspective

反思性教学：FD based teaching

## Practically

- ◆ From instruction performance , to
- ◆ Creating instruction...
- ◆ Instructional design +
- ◆ Instructional supervision

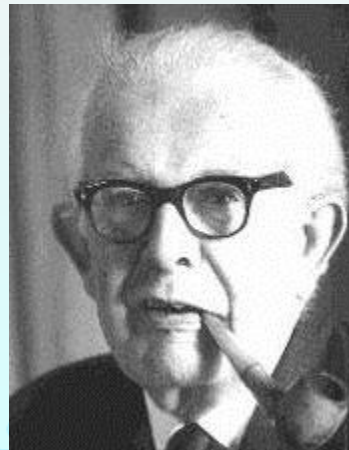
教学行为的改变：

- 变教材内容为教学内容；
- 变学科教学为学科活动
- 变为掌握而教为为发展而学

# Implication(W. Rothwell &H..Kazanas )

## constructivism)

- ◆ 建构主义本来是源自关于儿童认知发展的理论，由于个体的认知发展与学习过程密切相关，因此利用建构主义可以比较好地说明人类学习过程的认知规律，即能较好地说明学习如何发生、意义如何建构、概念如何形成，以及理想的学习环境应包含哪些主要因素等等。
- ◆ (何克抗《建构主义--革新传统教学的理论基础》)



## Instructional design

---focusing on establishing and maintaining efficient and effective human performance;

*“mastering the instructional design process”*

Constructivism (Piaget)

# Instructional design

## 教学设计

- ◆ 回答和解决如何有利于学生学习的根本性问题,根据对象需要和特征实现心理与逻辑
- ◆ ,方法与内容,教授与学习的交互作用与动态
- ◆ 统一.

## 教学过程四个有意义的建构

- ◆ 教学情境的建构
- ◆ 学习活动的建构
- ◆ 合作交往的建构
- ◆ 成功体验的建构

## 强化教学的有效性 (to enhance Teaching effectiveness and efficiency)

- 关注学生的进步和发展。要求教师有“对象”意识。教学不是唱独角戏，离开“学”，就无所谓“教”
- 关注教学效益，要求教师要有时间与效益的观念。教师在教学时既不能跟着感觉走，又不能简单地把“效益”理解为“花最少的时间教最多的内容”。
- 关注可测性和量化。如教学目标尽可能明确与具体，以便检测教师的工作效益。
- 需要教师具备一种反思的意识。每一个教师要不断地反思自己的日常教学行为：“我的教学有效吗？”“什么样的教学才是有效的？”“有没有比我更有效的教学？”
- 有效教学也是一套策略。

# Implication(Sally .Zepeda)

## Faculty Development (FD)

- ◆ --Action research
- ◆ --self-directed
- ◆ --problem-based

◆ Through  
instructional  
supervision

## Instructional supervision

- ◆ --To aim to promote growth, development , interaction, fault-free problem solving, and a commitment to build capacity in teaches.
- ◆ ---To be formative, concerned with ongoing, developmental, differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with assistance of another professional.

◆ *(Instructional supervision)*



# Team work & international collaboration

## Traditional

- ◆ Single
- ◆ Classroom
- ◆ Lecture preference
- ◆ Theory focus
- ◆

## Emerging

- ◆ MOOCs
- ◆ Distance learning
- ◆ Online study
- ◆ Flipped classroom
- ◆ Collaborative instruction
- ◆ Practical skills



# 6.Changes of learner's behavior

## Learning Culture

- ◆ Knowledge explosion at Information ages
- ◆ Distance education and MOOCs
- ◆ Virtual universities
- ◆ Changing roles of instructors
- ◆

## New paradigm of learning

- ◆ 学习者主动选择学习内容，学习过程中有辅导和交流，学习之后的效果由第三方检验，进而由社会认可学习者的知识水平。
- ◆ Competences based learning as the tuning approach
- ◆ Eg. Tuning China jointly study project
- ◆ (中欧调优联合研究项目)

# Results based on STUDENTS(474)

## The five most important competences , according to STUDENTS

Description	importance	achievement
Capacity for analysis and synthesis	3.57	2.71
Problem solving	3.53	2.70
Capacity for applying knowledge in practice	3.52	2.42
Capacity to learn actively	3.52	2.87
Ability of self-management	3.44	2,62

## The five least importance competences , according to STUDENTS

Description	importance	achievement
Computing skills	2.72	2.60
Ability to communicate with non-experts in the field	2.92	2.40
Appreciation and understanding of culture diversity	2.97	2.70
Capacity to communicate with a second language	2.97	2.37
Ability to work in an international context	2.98	2.37

# Characteristics of the 21<sup>st</sup> Century Learner

- ◆ Impatient pragmatism
- ◆ Shift from theory to practice
- ◆ More skill oriented courses
- ◆ Rely on the book
- ◆ Search for self identity; constant questioning of where you are going
- ◆ Rapid and superficial learning style
- ◆ Issue of selecting information from what is needed to what is not needed; critical selection of appropriate data
- ◆ Very low emotional intelligence; difficulty in controlling emotions
- ◆ Proficient at multi-tasking
- ◆ More open to outside world; less parochial
- ◆ Quick to pick trends, jump to conclusions, not so good at critically judging long-term trends
- ◆ Can judge quality of information due to large sources of information, selectivity, sophisticated consumers especially technology
- ◆ More individualistic; interested mainly in scores rather than knowledge; less interested in soft skills
- ◆ Lack creative thinking skills
- ◆ Less book oriented and more technology oriented, multi media
- ◆ More open on one hand to new things, communication on media, external culture; but less open to face to face with internal cultures, family, etc.
- ◆ More confident and not afraid to do new things
- ◆ Groupism more prevalent, small networks, want to do things together
- ◆ Problem in learning results in faculty making courses easier
- ◆ Difficult for them to differentiate what is right or wrong; value confusion; due to increased multi culturalism
- ◆ Consumerism prevalent, includes hiring someone to type reports for them, extends to academics; HEIs respond through PR to gain comparative advantage
- ◆ Students more proficient in producing work quickly but quality is down
- ◆ Want more spiritual modeling, value modeling, in search of this, in a confusing world; very young kids are into books and technology?

# 7. Change of Outcome assessments

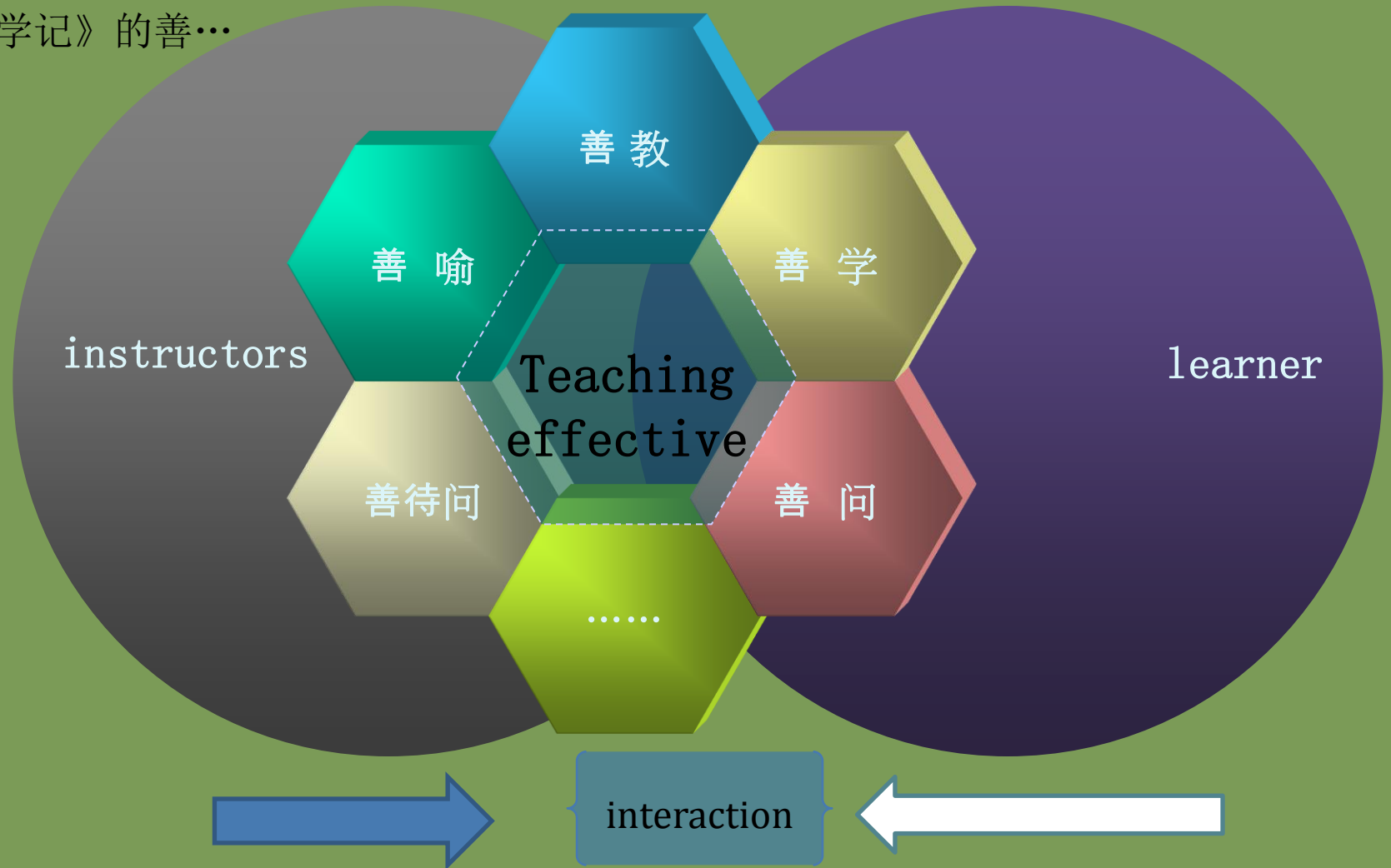
- ◆ What is good teaching?
- ◆ What is a good instructor
- ◆ What is the most important for student?



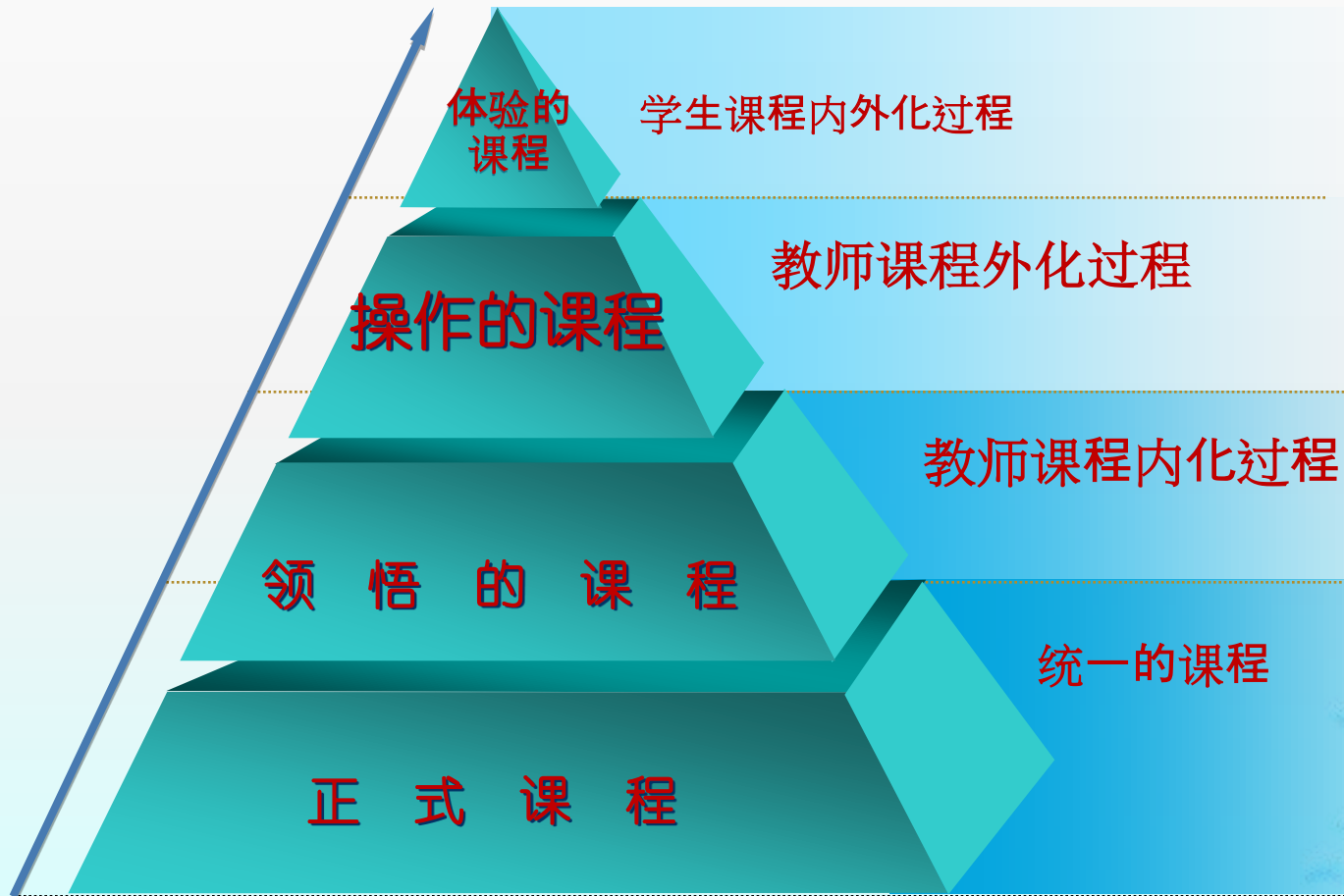


# A good process of instruction

《学记》的善...



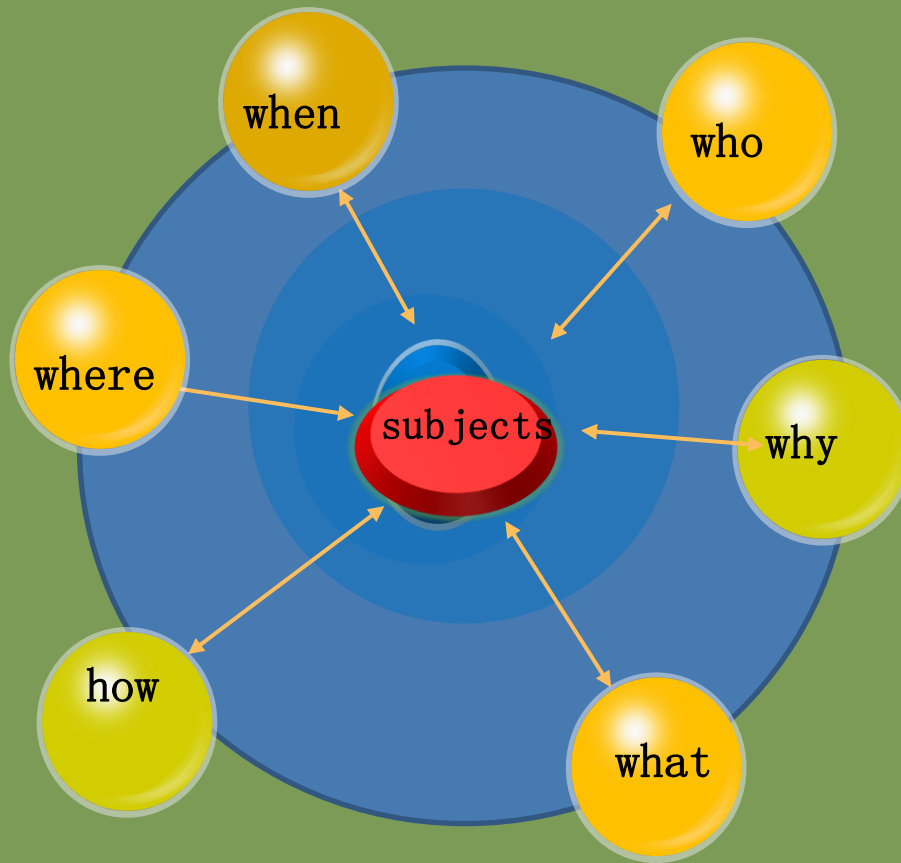
# Traditional: teacher- centered instruction



# Emerging : students centered instruction

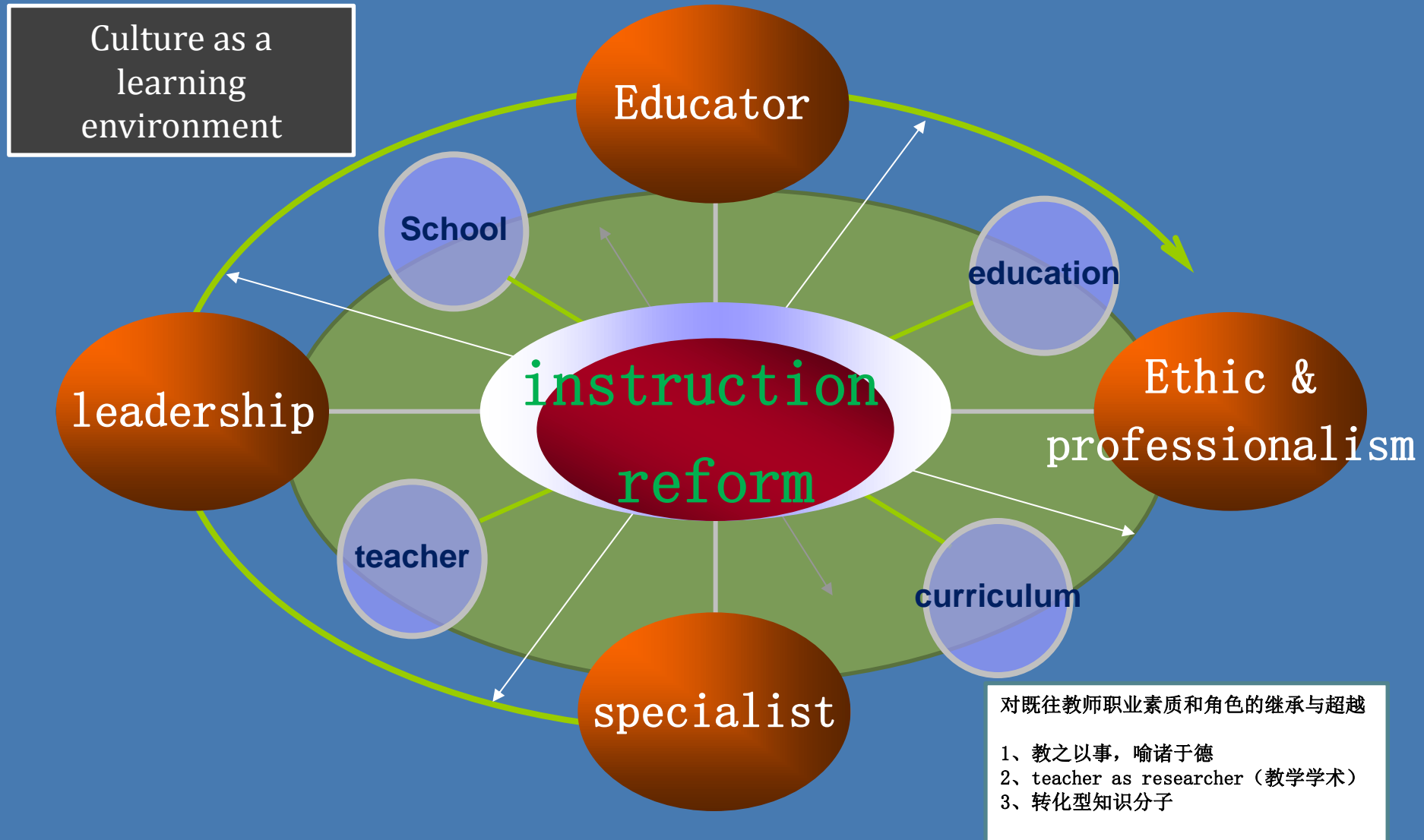


# Good instructors know...



the Story of Blind men and  
an Elephant

# Desirable images of Instructors



# Concluding remark

- ◆ **How to Understand Organizational Culture and Change?**
- ◆ **Generally, the outcome of change is a modified culture**
- ◆ **Two links between culture and change have been made in the higher education literature.**
- ◆ **The first set of literature suggests that institutions need to have a "culture" that encourages change (of institutions) .**
- ◆ **The second set of ideas suggests that culture or key institutional elements that shape culture, i.e, vision or mission, are modified as a result of the change process .**



# Concluding remark

- ◆ Does the culture matter?
- ◆ YES
- ◆ “文化”：一个任何改革都应对此进行考虑因素，但有时人们很少能够做到这一点。在没有考虑文化时，制度改革或许也能发生，但需要的时间一定很长，或者遭到抵制，可能会出现的结果，是变化可能出现在边际上，使改革成为一个令人泄气和只能是部分成功的行为。（加里巴尔迪&费尔南德斯）

MANY THANKS