

## Beijing Forum 2019

### Liberal Education through College: World's Experience and Asian Experience (V)

On the morning of November 3, the fifth seminar of the Beijing Forum (2019) “General Education of the Academy Center: International Experience and Asian Exploration” was held in the M11 conference room of the Stanford Center of Peking University. The topic of the discussion was “General Education and Professional Education”, and four scholars spoke. The discussion was moderated by Professor Naoyuki UMEMORI, head of the International Department of Rehabilitation at Waseda University in Japan.

The first speaker was Christopher J. Wild, Associate Dean of the University College of Chicago, with the theme "Wilhelm von Humboldt and Liberal Arts Education at the University of Chicago".

First, he introduced the history of the University of Chicago and the life of the college. The University of Chicago has an easy-to-execute professional and educational structure that is institutionalized in higher education. Teachers need to actively contribute ideas and suggestions, starting from the historical insights, using past knowledge and experience to build schools into groups or communities that need to be recognized. He mentioned that Mr. Humboldt advocated the university education of Prussian spirit, and established a general education system that can train the education system and mechanism of experts and scholars, and The University of Chicago is a practice of the general education system of Humboldt College in the United States.

As a general education university, when establishing a general education college, it is necessary to learn from the institutionalization scheme of previous learning. He also compared the German educational philosophy with the education system of American universities. Then he elaborated on the concept of Humboldt. Humboldt combines knowledge and learning knowledge as a whole process to become a philosophy. The education system he wants to establish is not only focused on the profession, but also on cultivating “people with complete experience and thinking ability” to enable students to realize the freedom of knowledge, education and academic. Therefore, it also requires systematic academic counseling and training for students. For the professors in the

school, the freedom of teaching is essential, and discussion and exchange between students and teachers should be encouraged.

Finally, he explained the practice of the Humboldt concept at the University of Chicago. The University of Chicago protects the integrity and freedom of education and academics, exploring how to further develop students' academic freedom and academic democracy, and how to train undergraduate students more systematically. They need to continue to create academic activity and incorporate new academic knowledge into educational concepts. He emphasized that the University of Chicago not only wants to become a well-known educational institution, but also hopes to establish an education system that can cultivate people with independent thinking ability and is "independent, complete" and "adapted to society". He also compares the American education system with China, and the education systems of schools within the United States.

The second speaker is Professor Marc Tomljanovich of Drew University, whose theme is

"It takes a village: Liberal arts communities, Experiential Learning and Student Outcomes".

He first pointed out the challenges that the current general education is facing. Changes in demographics, technology, and finance, especially the outbreak of the 2008 financial crisis, have put pressure on almost every general education institution in the United States. Then he explained the direction in the face of this challenge. Outside the classroom learning environment, there should be complementary means of enthusiasm and talent for students, such as encouraging students and teachers to interact closely; alumni activities that allow students to gain knowledge and encouragement in communication with alumni; and focus group activities to explore industry trends. He mentioned that they are currently conducting a master's program to invite alumni as a mentor to give students a better grasp of industry dynamics.

Then he explained the great value of the teacher. Teachers can become new advisors and listeners, help students find interest and provide career guidance, and set up interactive programs to help students build networks of relationships and develop skills and confidence. He also suggested that urban internships can help students find their interests at a low cost. For the sense of isolation of general education students, he suggested helping students carry out various activities to break the barriers and promote students' reflection.

Finally, he pointed out the problems of activities outside the classroom: how to encourage students to participate, how to make the activities compatible, the resources needed for the activities and the participation of teachers.

The third speaker is Professor Liu Yunshan, Associate Dean of the School of Education, Peking University. The theme is “Returning to “Aspiration” from “Interest”. She first pointed out that the trend of higher education is that interest has become the core of education, and the history of Peking University since the establishment of the school shows that Peking University has established the unique difficulties of general education.

Behind student interest and student satisfaction, schools need to have a process of democratization, encourage students to freely choose courses and majors, and respect students' evaluation of teachers and courses. However, the flattening of the school and the flattened educational relationship have turned the once universal education goal into a fragmented, separate private future. The individual is like a "rider on the track", regardless of the rules behind the track and the timing criteria and whether it is objective and clear, but only pay attention to whether the competition under the pressure of success can win, and even lead to the collective disintegration.

The increasingly fine and comprehensive evaluation system has also led to the performance evaluation of academic capitalism. The relationship between teachers and students is far from the follow-up, obedience and intellectual morality required for education. The relationship between students and students is nervous and alienated due to competition. Such an evaluation system has two characteristics of “smart” and “unrestrained”, namely, savvy, exquisite, eager for success, fear failure, and lack of immersion goals and internal firmness. Finally, she pointed out the need to re-examine the qualities of elite talents cultivated in higher education. The two qualities of devotion and rationality require us to cultivate the inherent firmness of individual students, to shape a comprehensive personality, and to reflect on the individualistic tendencies in the current higher education reform.

The fourth speaker is Professor Xu Guohui of the University of Hong Kong. The theme is "The History of the People: Chinese History Education of the Left in Hong Kong during the Cold War."

First of all, she explained the lack of degree in Hong Kong after the war and the resulting problem that a variety of political powers setting up schools. The left-wing school in Hong Kong

has encountered various difficulties, such as textbook issues. In the 1950s, the teaching scope and teaching objectives of Hong Kong history books were very different from those of the left, and there were many shortcomings in the text narrative and textbook processing. She pointed out that the views of the leftists at the time were of great significance for thinking, studying and learning Chinese history.

Then she explained whether history should be individual heroism or a question about the people. The leftists oppose individual heroism and oppose elite education. They believe that the Kuomintang and the colonial government hope that the Chinese people in Hong Kong are proud of Chinese culture in order to let the people obey and accept slavery. At the same time, the left believes that learning Chinese history must understand the correct path of democratic liberation in order to truly discuss national revival. For the left, the people are a collective and a promoter of important historical events, which has inspired us a lot.