

Preface

Higher education is rapidly developing in the East Asian countries. Some countries (e.g., Japan, Korea, Taiwan, Singapore, and Hong Kong China) entered post-massification as their tertiary enrollment rates went over 50 %. In addition, higher education in Malaysia, Thailand, Indonesia, and Philippines are rapidly developing. Recently, the countries in the Indochina Peninsula began to exhibit the same rate of growth. The rapid development of Asian higher education is related to the economic growth in the region. Governments in countries with developed higher education systems perceive higher education as a social system to educate technicians and train professionals for their industrial development, and to produce knowledge and technology for their economy. This is the case with Korea and Taiwan, and national policy in China and Singapore operates along the same lines. On the other hand, education development is relatively independent from economic development in Hong Kong China compared to other countries. In general, however, the developing higher education systems in the region borrow ideas from the developed systems and try to link higher education development to their economic development.

The strategy for the co-development of higher education and the economy may or may not be successful depending on the policy designs and the social contexts. Some strategies fit within their own economic and cultural contexts while others do not. An academic question is what strategies are successful under what conditions. In addition, theorization on the development experiences of these Asian countries contributes to other countries including Latin America, Africa, and the Middle-East. Unfortunately, these academic endeavors are premature despite some academic initiatives. Examples include the book *Dynamics of Higher Education Development in East-Asia* (2014) which is published through the joint efforts of the East–West Center and Seoul National University, and *Higher Education in the Asia-Pacific* (2011) by Simon Marginson, Sarjit Kaur, and Erlenawati Sawir. Also, a special issue journal *Higher Education* was published by Philip Altbach's *Twisted Roots: Western Impact on Asian Higher Education* (1989).

These publications contributed to our understanding of higher education development in East Asia. For example, Philip Altbach's work contributed to an

understanding of the historical roots of higher education development from the establishment of modern higher education in the region; the Dynamics of Higher Education Development contributed to our understanding of higher education development in the region from different theoretical perspectives; and Simon Marginson's work contributed to our understanding on cultural dimensions of the Asian higher education. However, these works did not go deeply into mass higher education because they focused on the development of higher education itself, rather than on the social phenomena of mass higher education in the region. These countries are experiencing dramatic and rapid transformation through mass and post-massified higher education. This has led to transformative changes in higher education which other higher education systems did not experience. The development brings changes in higher education systems, the roles of the private sector, professors and students, even curriculum and instructional methods, and academic cultures. These transformative changes are peculiar to the region and have not been experienced by other advanced systems, e.g., US, European higher education etc.

This book, discussing mass higher education development in the East Asian countries, consists of three sections—their strategy for higher education development, how professors and students in the region are experiencing the rapid development, and some challenges that mass higher education brings, especially in the East Asian countries. These challenges include the quality of education in the rapidly developed (developing) systems, governance changes in the mass higher education, job markets for college graduates, and strategic management for innovation in the post-massified higher education.

Part I discusses how the East Asian countries accomplished or are accomplishing the rapid development of higher education. Japan, Korea, China, Taiwan, Malaysia, and Hong Kong China are designated as case studies of mass higher education in the region. The case studies introduce and discuss national strategies to develop higher education, funding sources and mechanisms, and initiatives to assure quality of education in a period of rapid growth.

Part II focuses on the phenomena of mass higher education in the region. Mass higher education changes professors and students, who are different from those in elite higher education. Chapter 8 discusses how professors in massified higher education systems differ from professors in the countries less well developed, while Chap. 9 focuses on how curriculum and instructional methods in massified higher education differ from those in less massified systems. Chapters 10, 11, 12, and 13 focus on students in mass higher education. Since the advent of mass higher education, US scholars have used longitudinal survey data to study and propose policies based on students' college experience. Well known surveys include the College Student Experience Survey and the National Survey of Student Engagement (NSSE). Similar surveys are administrated in the East Asian countries. These surveys were conducted in Japan by Tokyo University and by a team from Doshisha University. Yonsei University in Korea conducted a similar survey in collaboration with the Doshisha team, the Tsinghua University team conducted a Chinese version of the NSSE, and a Taiwanese version was conducted by Tamkang University. These surveys include items that range more widely to include students' satisfaction with

their college education, their college experience in their academic, extra-curricular activities and social activities, and the problems they are confronted with. These chapters introduce the results of these surveys and their implications for mass higher education.

Part III discusses some challenges confronting Asian mass higher education. Chapter 14 focuses on social equity of mass higher education development, and Chap. 15 discusses school-to-university transitions during mass higher education. Chapters 16 and 17 discuss the job market for college graduates, especially during a time of economic crisis. Although the Asian economy used to provide job opportunities for college graduates, unemployment has become a serious policy issue in many Asian countries. Chapter 18 discusses the quality of Asian higher education under the conditions of rapid growth. This chapter addresses quality issues from the perspective of quality assurance mechanisms in the region. Chapter 19 discusses university governance under mass higher education. Finally, Chap. 20 introduces a case of survival strategy of a small-scale teacher training university in Taiwan in mass higher education.

The chapter authors are all highly regarded higher education researchers both globally and in the region. Most of them have experience in working with international organizations (e.g., UNESCO, the World Bank, the Asian Development Bank) as well as with their own governments. In addition they have undertaken academic collaboration on an international scale. We are confident that all chapters have strong theoretical grounds as well as practical implications for policy development.

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Seoul, Korea, Republic of (South Korea)
Hong Kong SAR, China
Hiroshima, Japan

Jung Cheol Shin
Gerard A. Postiglione
Futao Huang

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Cheol Shin, J.; Postiglione, G.A.; Huang, F. (Eds.)

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