

Recorded panel discussion

Futao Huang

Thank you. I think it would be better for us to take questions and comments after we move to the session of panel discussion. Philip, I apologize for interrupting you again. And we have about 5 minutes for the panel discussion, and several ways to keep the panel discussion moving. And maybe it would be good to take questions or answers from the audience first, let's see. Are there any questions or comments from the audience? Actually, we have had a few questions from the chat room.

Are you there [Participant A]? You raised the first question to Richard James, I think.

Participant A

Yes. I am here. Can you hear me?

Futao Huang

Yeah, I can. Can you repeat your question briefly.

Participant A

Okay, yes, I can restate my question. Thank you for allowing me to ask that question. This was the question to Richard James, because he was quite pessimistic about the survival chances of centers to higher education. And I would argue that it might help if those centers were more open to doing work with other centers and be more multidisciplinary in their research. So, that would be a way to show that they are producing relevant research that can help them continue to exist. So, that was my question. Would you see a need for those centers to be more willing to collaborate and perhaps even merge with other centers? Thank you.

Richard James

Thanks for the question. I did not mean to imply that our higher education centers in Australia weren't collaborating, because I think historically they have

been. And I believe higher education as a research field is inherently interdisciplinary. But my comments were more to do with the underlying funding base for higher education research and the various sources of funding, which ultimately have to support the underlying academic appointments, regardless of whether individual researchers or centers are collaborating with others. That is what has become very fragile in Australia – the underlying institutional commitment to support higher education researchers is certainly not as strong as it once was, and hence my comments about the lack of stable funding and the need for researchers to be on the research grant ‘treadmill’, so to speak. The perspectives of Ulrich and Philip have fleshed out, as well as challenged, some of my points. Thank you.

Futao Huang

Thank you. And also, we have a second question from [Participant B]. And this question is to Professor Liu from Shanghai Jiao Tong. Professor Liu, are you happy to answer the question?

Nian Cai Liu

Thanks. Thanks for the question. The question is about teacher education at the graduate level or postgraduate level. Yes, in China, the governments have been encouraging teacher education programs, and of course other professional education programs in the past 10 years, let's say. Many universities are establishing new programs in teacher education and also increasing the new admission of students in such programs.

At the same time – traditionally these are by so called normal universities. But in the last few years, few top universities also established teacher training programs including Nanjing University, Shanghai Jiao Tong University, and also Fudan University, a few of these. I think there will be more. So, the total number of new admissions in these kinds of programs is increasing actually quite rapidly. But still not rapidly enough, because more and more students are trying hard to get into these programs. My guess is this trend of increasing admission or enrollment in these teacher training programs to the graduate level will continue in the foreseeable future. Thank you very much. I hope I answered your question.

Futao Huang

Thank you.