CONTENTS

XII

Education for life

Learning objectives

After studying this unit, you will be able to:

- explain the value of education, the characteristics of global education, and the contributions of Confucian education;
- identify transitional devices while listening;
- comprehend a new concept in academic texts;
- write an academic essay about Confucianism's influence on contemporary education.

Setting

Education is a fundamental pillar of society, shaping the future of individuals and communities alike. Derived from the Latin roots "educare," meaning "to train or mold," and "educere," meaning "to lead out," education is supposed to elicit the best of an individual, empowering them to explore their potential, expand their horizons, and contribute to society. At its core, education involves the cultivation of intellectual, social, emotional, and physical competence, encompassing not only the acquisition of knowledge but also the development of problem-solving abilities, creativity, critical thinking skills, and ethical values. **In this unit, we will delve into the role that education plays and should play in the contemporary world.**

Leading in

There are different types of education. Brainstorm and complete the diagram.

DIFFERENT TYPES OF EDUCATION

BASED ON LEVEL OR STAGE

- Early childhood education
- _____
- _____
- _____

BASED ON LEARNING ENVIRONMENT

- Online education
- _____
- _____

BASED ON CONTENT

- Arts education
- _____
- _____
- _____

Exploring

Word bank

contemplate /ˈkɒntəmpleɪt/ *v.* 深思; 细想
postgraduate /ˌpəʊstˈɡrædjuət/ *a.* 研究生的
assume /əˈsjuːm/ *vt.* 假定; 假设; 认为
psychological /ˌsaɪkəˈlɒdʒɪkəl/ *a.* 心理的; 精神上的
hierarchy /ˈhaɪrɑːki/ *n.* 层次体系
tier /tɪə/ *n.* 级; 阶; 层
analogy /əˈnælədʒi/ *n.* 类比
misconception /ˌmɪskənˈsepʃən/ *n.* 错误认识; 误解
strictly /ˈstrɪktli/ *ad.* 完全地; 确切地
tribe /traɪb/ *n.* 部落

Pre-viewing

The content and styles of education significantly vary across stages of our lives. Which phase of education do you think has the greatest impact on you? Why?

Analytical viewing

Scan the code. Watch the video and complete the exercises. You can do more comprehension exercises on Ucampus.

NOTES

Maslow's hierarchy of needs (马斯洛需求层次理论) is a psychological theory proposed by Abraham Maslow that explains human needs as a pyramid-shaped model. It categorizes human needs into different levels, representing a progression from basic physiological needs to higher-order psychological needs. The pyramid has five tiers, with physiological needs at the bottom, followed by safety needs, love needs, esteem needs, and the need for self-actualization.

The
need for
self–actualization

Esteem needs

Love needs

Safety needs

Physiological needs
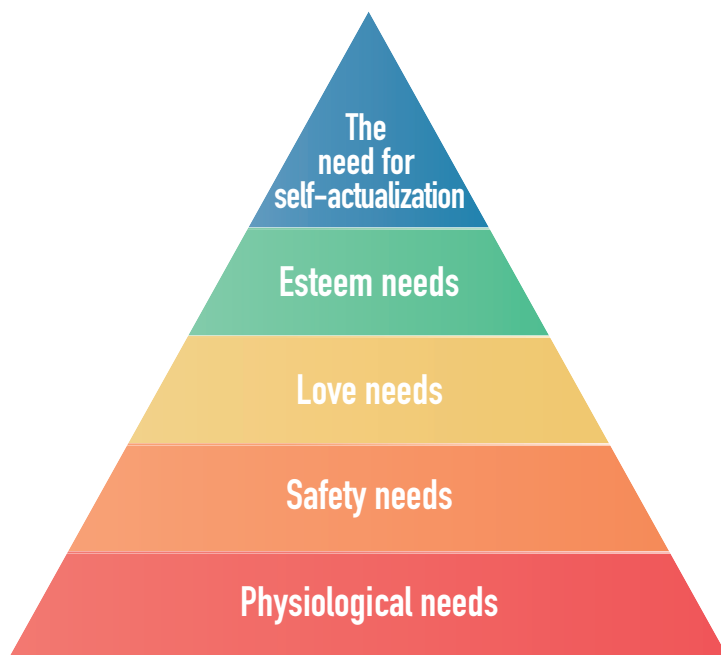
What is the value of education? John's case offers some insights. Examine his situation and complete the outline.

John's predicament

- John lives a decent life, but he feels 1) _____ within himself.

John's past experiences

- John was told by his parents that studying well and 2) _____ were key to living a good life.
- He was unaware of 3) _____: to advance yourself up the hierarchy toward the pinnacle of 4) _____.
- He 5) _____ after graduation, believing he had acquired enough.

Analysis of John's situation

- What John thought was only partly correct and was shaped by 6) _____.

Academic listening skill 🎧

Identifying transitional devices

Identifying transitional devices can assist you in understanding the flow of the listening material. Here are some strategies for your reference.

Listen for transitional words or phrases
Words or phrases like "however," "nonetheless," "on the other hand," "in addition," and "on the contrary" are often used to indicate a transition to a new section or idea.

Notice imperative sentences
A speaker may incorporate imperative sentences as transitions to command attention. Imperative sentences like "Turn your attention to …," "Now let's think about …," and "Consider this scenario …" can smoothly lead listeners from one section to the next.

Pay attention to questions
Asking questions is an effective way to indicate a transition. It can grab the audience's attention and naturally lead into the next section. Questions can prompt the audience to think actively and create a conversational tone. In the video, the question "Then why was it not enough for John?" is used to signal a transition from a description (John's experiences) to an explanation (why John feels he lacks something).

Scan the code and learn more about the skill on Ucampus.

Language focus

Scan the code and complete the language exercises on Ucampus.

Pre-reading

As suggested in the video, education is influenced by the culture in which it takes place. What strategies can be adopted to align education with the 21st-century culture?

What is global education?

1 Global education is defined as the practices created to provide opportunities for students to develop global **competence**, and the theories that explain and inform those practices and their effects. Global competence encompasses the knowledge, skills, and **dispositions** that help students develop, understand, and function in communities which are increasingly interdependent with other communities around the world. They also provide a foundation for the lifelong learning of what is needed for them to be able to participate, at high levels of functioning, in environments which are in continuous change due to increasing global development.

2 Within the realm of global education, multiple specific domains are included, such as those relating

to environmentalism and sustainability, global affairs, **globalization** and global interdependence, intercultural competence, **civic** engagement, human rights, and peace education. The sciences and humanities are considered the disciplinary foundations of global education, for there is no way to understand the world without the knowledge, skills, and dispositions that result from learning to think like a scientist or reason like a **humanist**.

3 It is important to note that global education is not necessarily an additional curriculum domain, but rather a set of clear purposes which can help align the entire curriculum with real-world questions, challenges, and opportunities. As such, global education is a way to help teachers and students understand the relationship between what is learned in school and the world outside the school. Global education also encompasses a series of approaches, curricula, and structures to support such instruction that is designed to help build the breadth of skills that can help students function in a deeply interdependent and increasingly integrated world.

4 An effective program of global education is not the **additive** result of a series of isolated

experiences in various curriculum **silos**, but the result of **coherent** and integrated learning opportunities that can help students understand the relationships between what they learn in various grades and subjects. All of this is at the service of understanding the world and of being able to act to improve it. As such, global education helps students think about complexity and understand the systems which **undergird** global issues and global interdependence.

5 Global education encompasses traditional disciplines that can help students understand the world in which they live: sciences, social sciences, and humanities. Global education also includes opportunities for students to imagine and enact strategies to advance human well-being, drawing on the capacities of invention and **ethical** reasoning. This might include helping students to develop the curiosity to advance scientific understanding in a particular domain, and the desire to solve problems or create products or services that advance human well-being.

6 A typical global topic is climate change. Global competence should enable people to understand climate change, to mitigate its impact, and hopefully to **reverse** it. Climate change education, a subdomain of education for sustainable development, is a **modality** of global education focusing on preparing people to achieve more sustainable ways to relate to our habitat. It encompasses preparation to adopt practices that are known to be

sustainable, for example consuming a diet with a smaller carbon footprint, or using renewable energies. Government policies are also essential to slowing global warming, and they are subject to influence and preferences from citizens, who are educated to understand the scientific **consensus** on climate change and are equipped with the capacity to exercise influence.

7 Climate change education also develops the innovation skills that are necessary for slowing down climate change. This requires the advancement of knowledge and the invention of technologies that can transform our interactions with the environment – a way of **reinventing** our way of life. As a result, education for mitigating climate change and achieving sustainability involves equipping people with the necessary skills for such advancement of knowledge and invention.

8 For example, in order to understand climate change and ultimately contribute to its mitigation, students need to know more than just the scientific consensus on its causes, or an understanding of how climate works. They will need the capacity for **systemic** thinking, and the capacity to identify various value-based systems. They will also need to be able to evaluate the costs and benefits involved in **amelioration** strategies and weigh trade-offs among alternatives whether they might be reducing population growth, controlling levels of consumption, or building circular economies to reduce transportation costs.

9 There are different intellectual traditions that influence how global education is defined and **conceptualized**. These traditions include **globalism**, nationalism, **internationalism**, transnationalism, cosmopolitanism, post-colonialism, and indigeneity. They are anchored in diverse core concepts: justice, equity, diversity, identity and belonging, and sustainable development. They adopt perspectives that accept the existing international social and economic order, along with others that are more critical.

10 The best argument for emphasizing global education is that it prepares students for their future lives – nothing human is foreign to them. Terence expressed his **cosmopolitan aspiration** and, to some degree, influenced the 16th-century philosopher and humanist Michel de Montaigne. Montaigne's focus on understanding human nature influenced many **subsequent** philosophers and scientists, including Rousseau, Bacon, Emerson, Descartes, and Pascal. Montaigne translated his humanist and cosmopolitan vision into ideas about how children should be educated, arguing that the goal of acquiring knowledge was to prepare children for life. This necessitated **experiential** learning and **personalization**.

11 The competence gained from global education should help students understand how the communities in which they live relate to other communities around the world, how they are affected from that interaction, and how it affects others. It can also explain how their lives are shaped by topics which are global in nature, such as climate change, trade, or scientific cooperation, and can guide them to participate in different forms of global action and cooperation within their spheres of influence in ways that contribute **effectively** to the various communities they are a part of. Building a global population with all of these abilities puts us on a good footing to be able to deal with some of our biggest, most complicated, and most profound systemic issues, and is thus a **sure-fire** step toward improving the world we live in.

NOTES

Education for sustainable development (可持续发展教育) is UNESCO's education sector's response to the urgent and dramatic challenges the planet faces. It gives learners of all ages the knowledge, skills, values, and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality, empowering them to make informed decisions and take individual and collective action to change society and care for the planet.

Analytical reading

📝 **Reading and understanding**

What constitutes the concept of global education? Read the text and complete the outline.

GL🌐BAL EDUCATION

Definition

- Referring to 1) _____ that help students develop global competence

Realm

- Covering various specific domains, and taking 2) _____ as its disciplinary foundations

Content

- Including a set of purposes and a series of 3) _____
- Integrating 4) _____ and the opportunities to imagine and enact strategies

Case analysis: 5) _____

- Preparing people to 6) _____ in more sustainable ways
- Cultivating innovation skills essential for mitigating climate change

7) _____

- Drawing on bodies of thought that are anchored in diverse core concepts

Significance

- Preparing students for their future lives
- Assisting in tackling some largest, most intricate, and most profound 8) _____ to improve the world

Scan the code and complete more comprehension exercises on Ucampus.

Comprehending a new concept

Coming across a new concept while reading can be both exciting and challenging. Here are some strategies to help you grasp unfamiliar or complex ideas.

Underscore key terms
Highlight unfamiliar terms related to the new concept. Make concise notes in the margin or in a notebook when you recognize an important term along with its definition or explanation.

Recognize different components
Concepts are typically multi-faceted, with many components being part of the larger idea. Try to identify these components and separate them mentally or on paper. Visual aids such as diagrams, flowcharts, or mind maps can help you dissect the concept into more manageable parts. In the text, to expound on the intricate concept of "global education," the author pinpoints the various domains it encompasses: environmentalism and sustainability, globalization and global interdependence, peace education, etc.

Identify analogies or examples
Look for analogies or real-life examples that can help you visualize the abstract concept. The author may associate the new concept with wider academic context or practical application to make it more concrete and easier to understand.

Scan the code and learn more about the skill on Ucampus.

💡 Thinking beyond

Think of the relationship between liberal education and global education and share your ideas.

Richard Levin, former president of Yale University, ardently advocates for liberal education. He holds the view that liberal education should prepare students "to question relentlessly, to think through problems carefully, and to analyze consequences." How might these principles of liberal education be incorporated into global education?

Language focus

Scan the code and complete the language exercises on Ucampus.

Pre-reading

Confucius is an important figure in Chinese history whose teachings have shaped the traditional Chinese education and had a profound impact on Chinese culture and society. What do you know about Confucius' thoughts on education?

CONFUCIAN EDUCATION in the contemporary world

1 Confucian perspectives on education have had a far-reaching and lasting impact on China and other East Asian countries. Common in countries like the Republic of Korea, Japan, and Singapore is the creation and flourishing of "Confucian **pedagogic** cultures." Despite varying in their specific approaches, these cultures share the following primary pedagogic patterns: a premium placed on education, high social status of and respect for the teacher, student attention and discipline in class, mastery of basic knowledge, and repeated practice. The Confucian accent on memorization with understanding, reflection, **inferential** thinking, theory-practice **nexus**, and peer learning can support deep learning, higher-order thinking, collaboration, and lifelong learning. These are all abilities necessary for knowledge workers in the 21st century.

2 Against a backdrop of contemporary education being increasingly influenced by neo-liberal agendas, Confucian beliefs in value **inculcation** and social

interdependence are particularly noticeable for policymakers and educators. The global educational landscape is **saturated** with the trends of education marketization, performativity, and global educational governance. Schools are pressured to "perform" by producing measurable results through standardized testing and **external audits**. One **ramification** of neo-liberalism in education is the marginalization of moral and civic education in which the development of ethical and communal values is neglected. This state of affairs is unfortunate, as education should not just be about what a person knows and is able to do, but also about who that person is and should become. It is therefore necessary to go beyond skills in order to cultivate the beliefs, values, attitudes, and dispositions that shape a person's identity, life goals, relationships, and overall contribution to society. It is here that a Confucian worldview of education is helpful to shift our focus from practical, performative, and individualistic concerns to ethical, non-quantifiable, and community-oriented goods such as moral self-cultivation, social interdependence, and the love for humanity.

3 Despite the merits of a Confucian conception of education, a key question is whether such a framework is able to **nurture** critical and creative thinkers who are empowered to **critique** prevailing worldviews and effect social changes. Confucius' statement that "I **transmit** previous thoughts but do not innovate. I believe and delight in the

ancients" gives the impression that he aims to preserve rather than **reject** or replace tradition. The desire to **conserve** one's tradition and safeguard social harmony may make it difficult for individuals in Confucian pedagogic cultures to challenge **authority** and social norms, **interrogate assumptions** and practices, or undertake risk-taking ventures. So, is Confucian education **inimical** to the development of critical and creative thinking in students?

4   A **textual** analysis of *The Analects* and "Xueji" reveals that critical thinking is highly valued and indispensable in Confucian education. It has been noted in *The Analects* that *si* (reflection) is **inseparable** from *xue* (learning), and that Confucius expects his students to make their own inferences. As a social critic and reformer, Confucius critiques the prevailing worldviews and norms, **castigates** rulers of his time for **violating** *li* (social norms), and **modifies** certain social practices to align them with Dao (the right way of living). Similarly, "Xueji" enhances students' critical thinking capacities through promoting practices such as asking and responding to questions, engaging in reflective discussions, and forming reasonable conclusions.

5   As in the case for critical thinking, creative thinking is also acknowledged and cherished in Confucian education. Confucius **ingeniously** borrows and re-defines terms that are in wide circulation such as *li* and *junzi* (man of virtue), adding novel elements to them. The concept of *li* is expanded by Confucius from ritual proprieties to include **normative** behavior that is accompanied by **corresponding** values, attitudes, and dispositions. The term *junzi*, historically reserved for **aristocrats**, is presented by Confucius as the educational ideal for everyone, regardless of one's birth. Furthermore, *junzi* is conceived by Confucius as a creative person who is entirely free from supposition, **predetermination**, obstinacy, and self-assertion. *The Analects* also points out that *junzi* is not a mere **implement**, limited to one function or one fixed way of thinking. It follows that Confucian learners, in order to act in accordance with *li* and standards of *junzi*, must interpret experiences and events as well as construct personal understanding creatively.

6   Confucius' **pronouncement** "I transmit previous thoughts but do not innovate. I believe and delight in the ancients" should be interpreted as his desire to transmit Dao (rather than just any Chinese tradition) and his trust in and love of the Zhou culture (rather than the ancient past in general). His pronouncement does not mean that he only seeks to protect and **disseminate** Dao that is cast in stone through the Zhou culture. On the contrary, he contributes to the normative tradition of Dao by

propagating not just the culture of the Zhou Dynasty but also selected values and practices from the Xia and Shang dynasties. Critical and creative thinking should therefore be extended to Dao itself where learners reflect on their prior conception of Dao and creatively co-construct a better guiding discourse for fellow human beings.

7 One way to enrich the understanding, forms, and expressions of critical and creative thinking in Confucian pedagogic cultures is to compare it with other options such as Socratic questioning and design thinking, thought systems that are more commonly found in Anglo-American societies. Such cross-cultural exchanges and dialogs are in alignment with Confucian education as an open tradition that welcomes alternatives, new inputs, and external stimuli. Overall, an open tradition **heeds** the call of Confucius to broaden Dao by sharing, contributing to, and advancing the best of the spiritual, social, political, intellectual, and moral resources from one's tradition. Confucian education becomes a dynamic and self-correcting process where teachers and students, individually and collectively, can make sense of, adapt, and rework the normative tradition in the light of present science and technology.

8 To **engender** and **buttress** a culture that nurtures critical and creative thinking, it is recommended that policymakers, scholars, and educators approach Confucian education as an open tradition. Such a tradition engages with other traditions, learns from all sources, and adapts to changing times. Confucius teaches that we should be prepared to learn from anyone while also **eschewing** certainty, **dogmatism**, and inflexibility to bring about open-mindedness. Ultimately, open-mindedness has the potential to enable individuals to identify and rectify the shortcomings of oneself and one's culture, leading to a brighter and more enlightened future.

NOTES

"Xueji" (《学记》), part of *The Book of Rites* (《礼记》), is one of the earliest writings on ancient Chinese Confucian philosophy of education and pedagogy.

Socratic questioning (苏格拉底式诘问) is a method of inquiry developed by the ancient Greek philosopher Socrates. It involves a series of probing questions aimed at stimulating critical thinking, challenging assumptions, and uncovering deeper insights.

Analytical reading

How does Confucian education manifest itself in the contemporary world? Read the text and complete the outline.

CONFUCIAN EDUCATION in the contemporary world

Influence of Confucian pedagogic cultures

Having a profound and enduring impact on China and 1) _____

Values of Confucian educational thoughts

Reinforcing moral and civic education

- Helping to shift our focus toward ethical, non-quantifiable, and 2) _____ goods through the beliefs in value inculcation and 3) _____

Promoting critical thinking

- Advocating inseparability of 4) _____, and emphasizing inferences
- Encouraging the practices of 5) _____, engaging in reflective discussions, and 6) _____

Enhancing creative thinking

- Re-defining well-known concepts such as 7) _____
- Requiring learners to interpret experiences and events and 8) _____

Enrichment of Confucian education

Being juxtaposed with other options such as 9) _____ and design thinking, and evolving into a 10) _____ process for teachers and students

Scan the code and complete more comprehension exercises on Ucampus.

Language focus

❶ Translate the Chinese expressions into English.

1 儒家教育文化 _____

2 述而不作，信而好古 _____

3 维护社会和谐 _____

4 思与学 _____

5 毋意，毋必，毋固，毋我 _____

6 君子不器 _____

❷ Translate the paragraph into English.

儒家教育理想强调个体全面发展（holistic development）和社会和谐的重要性。根据儒家思想，教育不仅关乎知识和技能的传授，更重要的是培养道德品质、价值观和良好的行为习惯。儒家追求的"君子"理念强调"修身、齐家、治国、平天下"的完美人格。儒家教育注重师生关系，尊重教师，提倡营造和谐的人际氛围和社会秩序。通过个体教育和社会互动，儒家教育致力于培养有责任感、正直诚信、善于思考、关心他人的人才，以建设和谐繁荣的社会。

Scan the code and complete more language exercises on Ucampus.

Producing
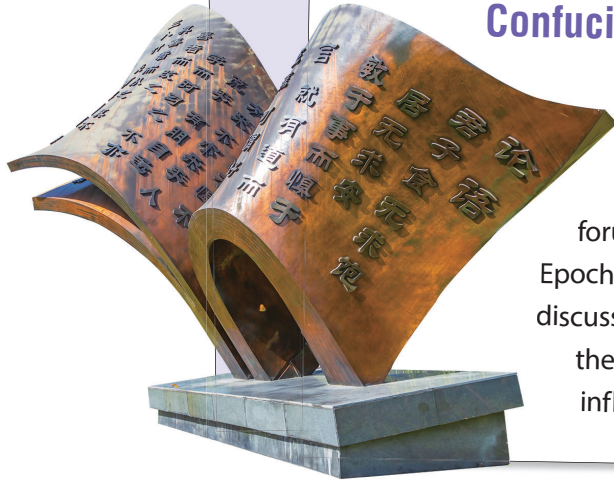
Write an academic essay: Confucianism in contemporary education

The Philosophy of Education Society is an international forum that promotes the philosophic treatment of educational practice, policy, and research. Recently, the forum has organized a seminar around the theme "Bridging Epochs: Confucianism in Contemporary Education" to facilitate discussions and conversations. You are cordially invited to attend the seminar and write an academic essay about Confucianism's influence on contemporary education.

Academic writing skill

Citing a direct quote in APA style

Citing a direct quote is an effective way of substantiating an argument. APA style, among many others, is commonly used.

When citing a direct quote in APA, you always include the author's last name, the publication year, and the page number(s). Use "p." for a single page and "pp." for a page range.

If a direct quote consists of less than 40 words, it is essential to incorporate it into the text. This kind of short direct quote manifests itself in two formats: "author and quote separated" and "author and quote together."

In the former format, the author appears as part of your sentence. Place the publication year in parentheses directly after the author's name, and place the page number(s) in parentheses directly after the quote.

e.g. Darwin (1859) notes that evolution "can act only by short and slow steps" (p. 510).

In the latter format, the author's last name, the publication year, and the page number(s) are all placed in parentheses after the quote, each element being divided by commas.

e.g. Evolution is a phenomenon that "can act only by short and slow steps" (Darwin, 1859, p. 510).

Scan the code and learn more about the skill on Ucampus.

Scan the code and refer to the step-by-step guide on Ucampus.

Evaluating

Vocabulary

Scan the code and learn the vocabulary on Ucampus.

Reading more

The expansion of universities highlights the importance of imaginative learning that connects knowledge with life's zest. Scan the code and read the text on Ucampus.

Unit test

Scan the code and take the unit test on Ucampus.