

Internationalization Process of China's Educational Research: An Exploratory Inquiry into Reflections of Foreign (Non-Ethnic Chinese) Scholars*

Hantian Wu** and Mei Li

Institute of Higher Education, Faculty of Education, East China Normal University; **Email: wuhantian7@gmail.com

Research Method: Interviewed **eight non-ethnic-Chinese foreign scholars** in the field of (comparative) education (participants A to H);

Research Background

- China's HE internationalization promoted the internationalization of its educational research;
- Institutional level incentive policies have led to a rapid increase in the number of English journal articles written by China's domestic researchers;
- English academic journals in the field of educational research published by China's domestic institutions;

Three-dimensional analytical framework constructed based on

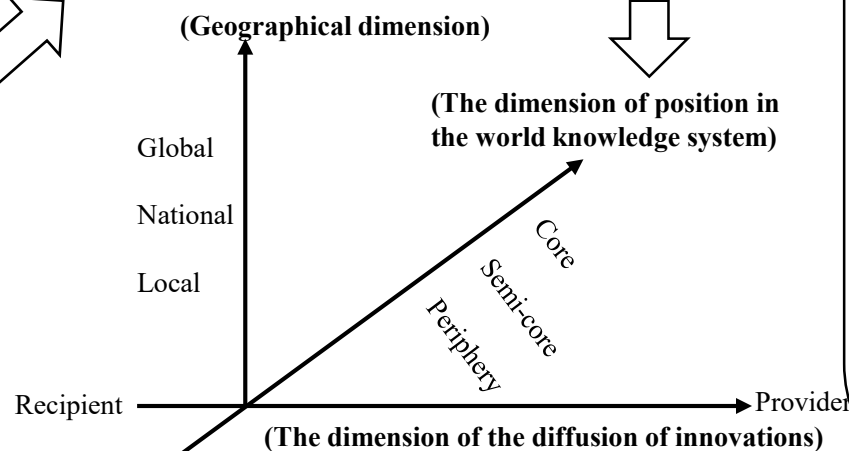
- Wallerstein's (2004) world system theory and Altbach's (1993) argument of China as a "gigantic periphery";
- Wu and Zha's (2018) typology of "inward- and outward oriented" HE internationalization based on "diffusion of innovations";
- Marginson and Rhoades's (2002) "Glonacal" framework;

Research Findings

- "They (Chinese researchers) made great contributions. But for those of us who can't read Chinese, unfortunately, we cannot access it" (H);
- "Many of these paper [authored by Chinese scholars] were not the result of a research study. Some of the papers did an overview of the field and [...made] general discussions" (G);
- "The rise of China's [English] journals [in educational research] is helping spread knowledge about China's [...] education"; "This requires more high quality articles to feed it" (D);
- "If they [Chinese researchers] focus all their energy on SSCI [journals], [...] what is happening to the emphasis on China and the Chinese context? It might be downplaying to some extent" (F);
- "There is a 'two-track system' in Chinese universities: one group of people [...] become "superstar" professors who turn out English articles for international journals, and the others are responsible for teaching" (E);

Research Questions

- 1) What is the current status of China's educational research in the world knowledge system?
- 2) How can China promote the status of its educational research in the world knowledge system in the process of HE internationalization?



Conclusion: China's educational research is still on the "borderline" (participant H) of the center and the periphery, and can hardly be regarded as a major provider of innovations within the world knowledge system. It still faces challenges such as the low quality of some academic publications and negative impacts of incentive policies towards the academic community.

*Some of the findings have been published in Chinese: Wu, H., & Li, M. (2019). Internationalization process of China's educational research: Based on the perspective of international scholars [走向世界的中国教育研究: 基于国际学者视角]. *Research in Education Development* [教育发展研究], (3), 25-32.

(This study was sponsored by a NSFC project "The international influence of China's educational research" (ADA170009))

