

Study on Sustainable Development of Internationalized Management of TCM Education Based on Accelerating the Construction of Global Governance System

Xiaoling Zhu

¹Department of International Cooperation and Exchanges, Nanjing University of Chinese Medicine, Nanjing, Jiangsu Province, 210023, China

Corresponding Author: Xiaoling Zhu

Abstract

Internationalization is one of the main forces that will influence and shape higher education and enable it to meet the challenges of the 21st century. After the 18th CPC National Congress, national initiatives such as "One Belt and One Road" and "Building a Community with a shared future for Mankind" were put forward, signaling that China's participation in the construction of global governance system is accelerating. As a result, taking the path of international development has become an urgent issue facing the development of higher education at present. Developed Western countries have implemented strategies for internationalization of higher education earlier. Domestic internationalization focuses on university campuses and includes intercultural and international teaching and learning processes, scientific research, extracurricular activities, and cross-cultural relations between local cultures and different ethnic groups, as well as the activities of foreign students and scholars on university campuses. Internationalization abroad includes all forms of cross-border educational activities. Once proposed, the theory was widely recognized in the international community as one of the most important theories in the field and has been heavily researched and applied. Based on Jane Knight's theory, the author explored the internationalization management system and development path of TCM higher education, taking into account the characteristics of domestic universities.

Keywords: *Traditional Chinese Medicine, Globalization of Education, sustainable development, Governance system*

I. Opportunities and challenges of internationalization of TCM higher education

In 2016, the State Council issued the "Strategic Planning Outline for the Development of Traditional Chinese Medicine (2016-2030)", which proposed "to actively promote the overseas development of TCM, promote multi-level international education and exchange cooperation in TCM" and put forward the goal of "making TCM a bright card for humanistic exchanges and people-to-people exchanges between China and abroad". TCM has ushered in a great opportunity for development. The "Outline" also puts forward higher requirements for the internationalization of TCM higher education. However, the overall process of internationalization of TCM higher education has been slow for a long time. Due to the influence of regional and economic development, the development of domestic TCM colleges and universities is not balanced, and a considerable proportion of TCM colleges and universities have a low degree of internationalization. Taking the university where I work as an example, the process of internationalization has been accelerated in recent years. Our university has established the first TCM center in Greece, conducted exchanges and cooperation with dozens of universities outside of China, increased academic interaction between domestic and foreign experts and scholars, and continued strengthening of international student education. However, there are still many shortcomings in many aspects closely related to internationalization, such as the number of foreign teachers, the number of international students, the number of courses taught in all foreign languages, the percentage of teachers with overseas background, the percentage of Chinese and foreign cooperative research projects, the funding from international organizations and the mobility of teachers and students within and outside China.

Facing the historical opportunity, TCM colleges and universities should rise to the challenge and take the Opinions on the work of the opening-up of education in the new era issued by the State Council and the Ministry of Education's Initiative on Promoting Education for Building The Belt and Road as the guidance to actively promote the internationalization process, realize the leapfrog development of TCM higher education and serve the national development strategy.

II. Building an international management system of TCM higher Education

Jane Knight's theory of internationalization at the institutional level is very rich and comprehensive, mainly covering management, curriculum system and teaching process, student activities, research and academic activities, cross-border mobility of faculty and students, international project cooperation and so on. According to the current situation of internationalization education in my university, I have built a management system of internationalization of higher education in a multi-departmental linkage mode under the leadership of the Party Committee of the university, taking into account the characteristics of TCM higher education, as shown in Figure 1.

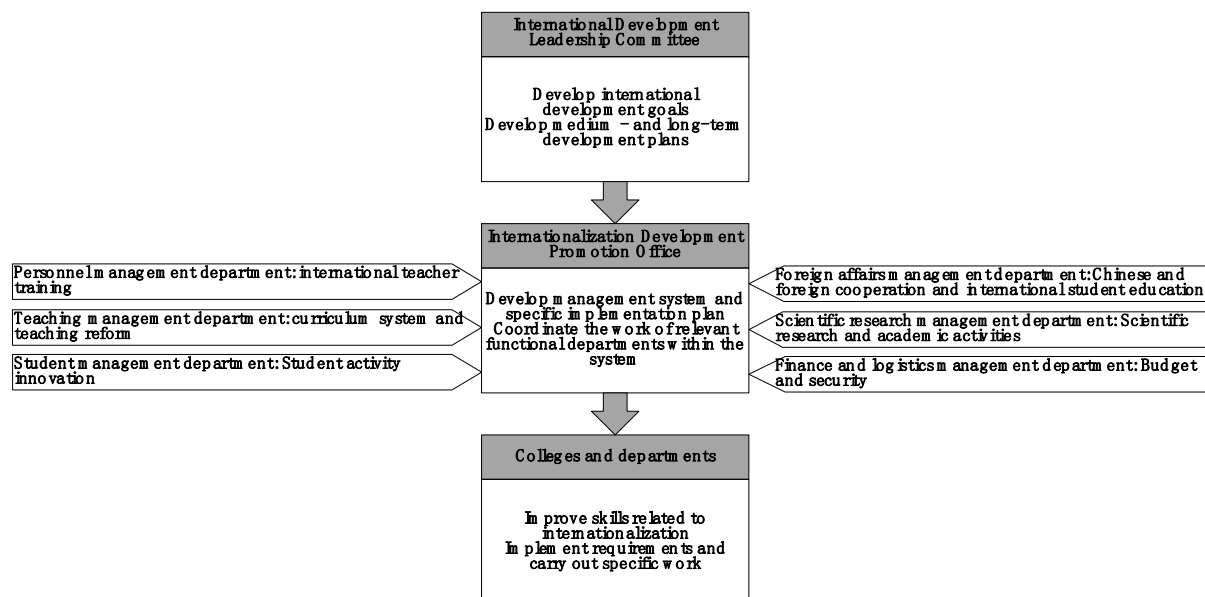


Fig 1: Internationalization management system of higher education in multi-departmental linkage model

Under the leadership of the Party Committee of the university, the International Development Leadership Committee is established, which organizes the formulation of international development goals, incorporates them into the development strategy of the university, and forms the medium- and long-term development plan. The International Development Leadership Committee has set up the Internationalization Development Promotion Office, comprising related functional departments as members. The office is responsible for formulating management systems and specific implementation plans, and takes the lead in guiding and coordinating the relevant functional departments within the system. All functional departments should have a full understanding of the internationalization development goal of the university, cooperate with each other and actively serve the goal. Each faculty department is the support unit of internationalization development work. They should actively respond to the university's call and conscientiously implement the university's requirements to cultivate the internationalization awareness and improve the internationalization-related skills of faculty, staff and students. Under the guidance and assistance of the Internationalization Development Promotion Office, specific work is carried out to support the realization of the university's internationalization development goals. The construction of this management system involves functional departments closely related to internationalization, such as teaching, research, logistics, and security, forming a mechanism of linkage among all relevant departments of the university to guarantee the effective operation of the system and achieve internationalization goals in a higher quality. This move also effectively avoids the disadvantages of the previous foreign affairs management department which could not coordinate the university's resources.

III. Exploring the international development path of TCM higher education

Jane Knight proposes six paths to internationalization at the institutional level, but she also points out that there is no "single path" or "right path" to internationalization. This paper focuses on the primary functions of institutions of higher

education, and explores the paths of TCM higher education development in terms of curriculum and teaching reform, faculty development, student activities, project cooperation and international student training, and research and scholarly activities.

(1) Deepening the reform of curriculum system and teaching methods

The curriculum system is an important part of the talent development program of universities. Universities should permeate the existing curriculum with international, cultural, global or comparative dimensions. Therefore, there is a need to increase the weight of international knowledge, comparative culture and cross-cultural understanding in the existing majors and curricula, and to place the knowledge of individual fields (in the field of TCM) in the international context for the sake of knowledge holistic development. In the concrete implementation process, the courses should be well classified and the internationalization development goals of different courses should be proposed. In the selection of teaching materials, some courses can be selected to achieve internationalization of teaching materials in a planned and systematic way. In terms of course content, teachers should keep abreast of the latest advances in modern science and technology, constantly update and supplement course teaching content, and keep students abreast of the latest research results in related fields. In addition, the proportion of professional English or bilingual teaching should be increased in Chinese medicine disciplines. Multilingual elective courses should be added to the foreign language curriculum, while intercultural education should be incorporated into the general education curriculum to enhance students' multicultural awareness and improve their communicative skills with people of different cultural backgrounds. At the same time, we should increase the reform of teaching methods and actively connect with international standards. We should cultivate students' critical thinking, establish a student-centered teaching concept, increase classroom interaction with students, and put into practice the flipped classroom, which is actively promoted in China, to create an "Internet+" education model that combines online and offline, so as to improve students' initiative for active learning. In addition, small class teaching should be piloted in TCM specialty disciplines, combining the traditional teacher-apprentice teaching model of TCM with international teaching methods, and exploring classroom teaching methods with TCM characteristics. Quality supervision should be strengthened, formative evaluation should be adopted, and teachers should be encouraged to innovate evaluation methods.

In terms of practical teaching, teachers should break the inherent pattern and increase students' practical activities such as overseas internships, short-term apprenticeships and vacation trips, so that students can develop their cross-cultural adaptation and international cooperation skills in a real international environment.

(2) Accelerating international faculty training

The internationalization of higher education places higher demands on university teachers. Teachers with international knowledge and experience can directly promote the development of teaching and research in the direction of internationalization. Due to the special nature of the TCM discipline, Sino-foreign exchanges have been mostly limited to the Chinese world. However, with the strengthening of China's national power and the development of TCM overseas, more and more Westerners are beginning to accept TCM. Therefore, to cultivate international talents in TCM industry, international teachers need to be trained. Teachers in colleges and universities should not only have rich teaching experience, advanced teaching philosophy and solid research ability, but also have a broad international perspective and cross-linguistic and cross-cultural communication and application ability. Universities can increase the internationalization of faculty by sending Chinese teachers to study abroad or introducing foreign competent teachers. According to the 2015 Survey on the Development of Internationalization of Higher Education in China by the Ministry of Education, there are 17 foreign teachers on average among the 548 universities surveyed nationwide (including 24 included in the Project 985 (Project 985 is a constructive project for founding world-class universities in the 21st century conducted by the government of the People's Republic of China), 21 included in the Project 211 (Project 211 is the Chinese government's new endeavor aimed at strengthening about 100 institutions of higher education and key disciplinary areas as a national priority for the 21st century.) and 477 other universities). In contrast, the number of foreign teachers in my school is much lower than the average. Therefore, more investment should be made. On the one

hand, we can change the source of the teaching force by bringing in foreign teachers, internationally renowned scholars and Chinese scholars studying abroad, to teach in our school, and increase the proportion of teachers with international study and research backgrounds in the teaching force. On the other hand, we should encourage and select teachers who are qualified to go abroad for further study. Through the "collision, docking and integration of multiple cultures", we should focus on enhancing the "international awareness, international competitiveness and international level cultivation" of the faculty, and cultivating a team of teachers with "broad cultural knowledge and excellent professional skills", "modern educational awareness and international educational philosophy", and "knowledge of new ideas and methods of international advanced teaching and research".

(3) Guiding students to innovate in their activities

Cultivating international talents is one of the goals of university internationalization development. In the past, most of the studies on the internationalization of colleges and universities were conducted from the perspective of teaching management, and the main role of student group activities in the internationalization was often ignored. Jane Knight believes that students' extracurricular activities are an important part of "domestic internationalization". Through student clubs, societies and interest groups, students can learn and practice multiculturalism in a variety of ways, and pair up with foreign students, which can greatly improve students' internationalization vision and enhance their cross-cultural communication skills. In addition, in response to the national call, encouraging students to work in international organizations for internship is also an excellent way to cultivate students' international literacy and global vision.

(4) Promoting Sino-foreign project cooperation and international student education

Conducting project cooperation is a regular means of internationalization of higher education. Through cooperation with foreign universities and medical institutions, it is conducive to the rapid spread of TCM in the world and the expansion of its international influence. International student education is an important symbol of internationalization of higher education. As China's comprehensive national power and international influence continue to rise, more and more foreign students choose to study in China. China attaches great importance to the development of international student education, and from the level of national strategic planning, it is clearly proposed to further expand the scale of international students and accelerate the internationalization of higher education. In recent years, the number of foreign students studying Chinese medicine has been occupying the first place among the foreign students studying natural sciences in China. At present, the number of international students in our university is relatively small. Therefore, it is necessary to seize the opportunity to vigorously develop international student education.

(5) Strengthening international exchanges in scientific research and academic activities

To carry out international exchanges of scientific research and academic activities is an important part of the internationalization of universities. At present, among various types of alternative therapies in the international arena, Chinese medicine is unique and has received more and more attention from the West. Therefore, it is necessary to strengthen cooperation with foreign academic institutions, carry out research project exchange, joint research project, expert lecture, academic paper publication, organize international academic conference, exchange visiting scholars and other activities, so as to provide more theoretical and academic support for TCM to go global. In addition, researchers should be encouraged to lead students to actively apply for overseas and international foundation-funded projects in order to promote the growth of internationalized research talents.

conclusion

In the current background of global economic integration, international talent cultivation, international exchange and cooperation as well as cultural communication are important missions of colleges and universities. Therefore, accelerating the pace of international development is an inevitable trend of TCM higher education and an important aspect for universities to strengthen their internal construction. Higher education of TCM should make active efforts to give full play to the rich heritage of TCM culture, promote TCM to the world, and benefit more people with Chinese

wisdom.

Acknowledgements

The Foreign Culture and Education Experts Work Foundation of JChina under Grant No. WZY20B004.

References

- [1] Qin Yuhui. The International Education of Chinese medicine must be advanced - Report of the United States Investigation Report on Chinese Medicine Education [J]. Report on Chinese Medicine, 2005 (09): 67-71.
- [2] He Xingdong. Trend of development and reform of TCM education [J]. TCM education, 2003.
- [3] Hu Hongyi, Lin Xun, Yan Xiaotian, etc. Insist on the reform and practice of higher TCM education that puts stress on students-centered inheritance and innovation [J]. TCM education, 2010.
- [4] Wang Zhongyue, Ma Jian, Jiang Ming. Practice research and theoretical exploration on internationalization of higher TCM education [J]. Journal of Nanjing University of Traditional Chinese Medicine (Social Science Edition), 2006.
- [5] Iyacho, Yu Rong, Yang Li, etc. [1] Brief analysis on the internationalization of TCM education from the perspective of the "Belt and Road" initiative [J]. World Science and Technology - Modernization of TCM, 2017 (19): 1020.
- [6] Tanui, P. . (2021). Effect of Institutional Ownership on Financial Performance in Kenya: Moderated Mediation Role of Capital Structure and Corporate Diversification. Journal of Advanced Research in Economics and Administrative Sciences, 2(4), 23-39. <https://doi.org/10.47631/jareas.v2i4.354>
- [7] Fu Tao, Yan Xiaoying. Modern distance education and traditional Chinese medicine education [J]. Journal of Chengdu University of Traditional Chinese Medicine (Educational Science Edition), 2002.
- [8] Zheng Lin, Zheng Lin, Dong Wei, etc. Paradigm analysis and path selection for the development of Modern Overseas Chinese medicine education. Shanghai Qigong Research Institute, 2015.
- [9] Wenyue, Li Yan, Wu Mianhua. Trends and characteristics of international TCM education [J]. World TCM, 2012, 07 (5): 435-437.
- [10] M, A. . ., & C.S.P, S. . (2021). Perception Level of Small Medium Enterprises Employees and Their Environmental Corporate Social Responsibility Practices. Journal of Advanced Research in Economics and Administrative Sciences, 2(4), 40-54. <https://doi.org/10.47631/jareas.v2i4.369>
- [11] Wang Zhongyue. Current situation and trend of higher TCM education and development of TCM in China [J]. TCM Education, 2003, 22(5): 30-32.