

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 2, 600 – 608

<http://dx.doi.org/10.11594/ijmaber.04.02.26>

Research Article

The Dynamic Role of Higher Education in The Twenty-First Century: A Critical Approach Towards the Pressing Issues and Possible Solutions

Fawad Ullah^{1*}, Luqman Hakeem², Wen Sanmei³, Hong Chengwen⁴

¹M.Phil. Scholar in Department of Higher Education at Beijing Normal University, Haidian, Beijing, China

²School of Sociology, International Islamic University, Islamabad, Pakistan.

³School of Journalism and Communication, Tsinghua University, Beijing, China

⁴Professor of Education Policy and Administration, Faculty of Education, Beijing Normal University, Haidian, Beijing.

Article history:

Submission February 2023

Revised February 2023

Accepted February 2023

*Corresponding author:

E-mail:

chwhong@bnu.edu.cn

ABSTRACT

Higher education institutes create cohesive and fair societies and thus expect different outcomes in diverse geographical areas. However, in the twenty-first Century, they face issues which need solutions. This critical perspective paper traces the motifs and expected outcomes of higher education in ancient civilizations and analyses the changing roles of teachers and students in the contemporary era. This paper is qualitative and adopts the critical approach methodology to investigate, highlight and propose solutions to several unique issues faced by the higher education system in the contemporary era. This paper brings significant horizons and reveals critical insights about quality higher education.

Keywords: *Challenges, Higher education, Learning, Models & quality teaching, Twenty-first century*

Introduction

Higher education institutes are fertile for innovation to create cohesive and fair societies. Thus, they are expected different outcomes in diverse geographical areas and civilizations. On the one hand, Europe around the eleventh-Century saw the growth of professionals, clergy, and intellectuals in canon law, logic, finance, accounting and theology. On the other hand, in the context of ancient China, specifically in the

Shang dynasty, in the ballpark figure, around the years sixteen hundred till eleven hundred years B.C. (before Christ), the motifs of the education system were positively changing human lives, especially morality, ethics, and self-cultivation. In the contemporary era, higher education is expected for different motifs in different countries. For instance, only in the People's Republic of China higher education institutions are expected to turn educators into

How to cite:

Ullah, F., Hakeem, L., Sanmei, W., & Chengwen, H. (2023). The Dynamic Role of Higher Education in The Twenty-First Century: A Critical Approach Towards the Pressing Issues and Possible Solutions. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(2), 600 – 608. doi: 10.11594/ijmaber.04.02.26

socialist builders and successors fully developed in morals, intelligence, physique, and aesthetics. Consequently, in this complex role structure, educators and students firmly support the foundation of higher educational institutes and act as pillars (Teague 2015). Therefore, regarding performing the main pillars of the higher education system, both teachers' and students' roles should be dynamic and equipped with transferable skills and knowledge according to the needs of the twenty-first Century. For instance, on the one hand, for a teacher to take a few steps and make the education system a quality one comprises of improving skills, content mastery, integration of technology in education, and shift from teachers cantered to a student's-cantered approach.

On the other hand, students or learners are required to enable themselves not only to become gregarious but also self-reliant, or in other words, nourishing their ability to stand by themselves, as well as cultivating their critical thinking. In this critical perspective paper, I identify and explain arguments about particular issues in higher education, give my opinion and propose a few possible solutions. Furthermore, it is important to understand the historical background of higher education because the past contains resources that may be of value that help to discern options for the future. Thus, I lead the discussion to critically analyse the expectations and motifs associated with higher education in different periods and geographical locations and link the insights with the contemporary era.

Background

Higher education benefits individuals, cultures, societies and civilizations in a complex-webbed structure. The twenty-first Century demands the higher education system to be dynamic, which means it should develop according to the changing circumstances. Motifs of higher education have always remained context-specific. Thus, the pillars, primarily students and teachers in the higher education system, need to play dynamic roles in the twenty-first Century. Hence, oblige them to improve their skills and knowledge according to the

needs in changing times. But I believe the existing higher education system has not progressed and developed according to the modern era's needs. Therefore, it is a dire need to point out and highlight the flaws in all domains of the existing higher education system. For instance, we need to point out flaws in the existing models of teaching and learning in education institutes. In addition, we need to point out flaws in the trends in academia and research. I urge to figure out flaws in the higher education system; it is necessary to learn from the historical background of higher education because the past contains resources that may be of value, that help to discern options for the future. Similarly, to improve the performance of pillars, students and teachers in the higher education system: we need to learn the journey towards quality teaching at different times towards quality of teaching, which will help us to know how to cope with the existing challenges in that particular field. Finally, based on historical knowledge and keen observation in the twenty-first Century, it is vital to predicting the outcomes in the distant future from higher education so that students can be taught and prepared for a better future. In this paper, I critically analyse the historical knowledge available about higher education and trace its aims in different civilizations to connect ancient wisdom with the twenty-first Century. Similarly, in this paper, the historical understanding of higher education helps me to analyse the contemporary higher education system and the changing roles of teachers and students, shed light on the existing issues and propose a few solutions based on my understanding.

Methods

This perspective paper is qualitative and adopts the critical approach methodology to investigate, highlight and propose solutions to several unique issues faced by the higher education system in the contemporary era. As Brown and Keely discuss, critical analysing is a process of deconstructing what you read, write and listen to rationally and logically (2012). It requires you to move beyond describing and analysing to evaluating, criticizing and postulating on what you process. Therefore, in this

paper, with a growth mindset, I collect the existing knowledge and information about the motifs of the higher education system and the changing roles of both students and teachers, evaluate and problematize the issues following the twenty-first century needs, and attempt to propose solutions.

Discussion

Tracing the higher education system and its expected outcome in ancient China: Morality, Ethics & cultivation of learners

The expected outcomes of higher education in ancient China and the formal beginning of it higher are equally important because both are interconnected. Higher education could be traced back to the Shang Dynasty, which was around the years sixteen hundreds to eleven hundreds B.C. (Before Christ). However, the terms *Daxue*, *Youxue* and *Gouxue* were formally used in the Western Zhou dynasty around eleven hundreds B.C. till seven hundreds seventy-one B.C. But, in the Spring and Autumn period, from seven hundreds seventy till four hundreds seventy-five B.C., and the Warring States Period from four hundreds three till two hundreds twenty-one B.C., the institutions were higher education rather than basic education. Around four hundred seventy-five B.C., Confucius was a renowned practitioner of private institutional learning who had around three thousand disciples, of whom seventy were sages. Resultantly, the effects of Confucius' school could be seen in the syllabus during the Shang dynasty in educational institutes, which was comprised of five Classics (*五经 Wujin*), (1), The Book of Songs (*诗 Shi*), The Book of History (*书 Shu*), The Book of Changes (*易 Yi*), The Book of Rites (*礼 Li*), and The Spring and Autumn Annals (*春秋 Chunqiu*) (Gu et al. 2018).

Regarding the motifs of higher education in the Shang dynasty, I believe I found the clues when I saw in Confucianism, the etymology of the English word "education" is quite useful in articulating the Confucian notion of *Jiao* (Education). In Confucianism, on the one hand, *Educare* resonates with the sense of education as rationally ordered guidance; it is the logical and rationally ordered mode of education that is

complicit with aesthetic understanding. On the other hand, *educare* suggests that one "extends" one's inner tendencies through a mode of self-cultivation that is, in fact, self-creation. For instance, in the Analects 15.36, Confucius says 'In striving to be authoritative in your conduct, do not yield even to your teacher' (*当仁不让于师*). Education so construed in a transactional process that entails both continuity and creativity as the growth of both *this* able teacher and *that* able student" (Ames and Hall 2001) . By all the examples from ancient Chinese classics, I conclude that there is an expected role of higher education in the human lifestyle. Because, all the classics, to some extent focused with an aim of positively changing human lives especially morality, ethics, and cultivation.

Tracing the motifs of quality teachings in two civilizations

According to the literature written by Acaroglu (2019), says that the two civilizations, Mesopotamian and Egyptian civilizations were the first ones which establish systematic schools for the development of civilization as early as three thousand years B.C., which included moral precepts and religious instruction in addition to education. In addition, as early as human existence, students were taught what they needed to be successful adults using the socially-learned instruments of society, from hunting and harvesting and constructing firearms to searching for life-sustaining products (such as water) via narratives. But I think, unlike the ancient civilizations, in this contemporary world, the motifs of higher education are changing because the world is changing itself, and complex problems confront us daily, which urge teachers to update their skills, knowledge and methodologies for quality teaching.

Critical Analysis of the motifs of higher education in the twenty-first Century

Diverse perspectives are available about the aim of higher education and the importance of dynamizing teaching quality in the contemporary twenty-first Century. First, regarding the purpose of higher education. Newman, a

renowned scholar is of the opinion that the main purpose of higher education is to develop cultured gentlemen rather than to train an individual for the labour market who is indulged in worldly pursuits and is only driven by the desires of modern dogmatic society. This cultivated and cultured gentleman means an intellect, a disciplined and logical mind, who possesses a discerning taste, a noble and courteous bearing in the conduct of his/her life, and a sense of responsibility to his society and civilization (Newman 2022). Second, regarding the question of the importance of dynamic teaching quality and the changing roles in light of the twenty-first Century: The American Association of Colleges for Teacher Education (AACTE) and the Partnership for twenty-first-Century Skills urge that teachers equipped with twenty-first-Century knowledge and skills and they learn how to integrate all those skills and knowledge into their classroom practice, not only for our nation but to realize its goal of successfully meeting the challenges of this twenty-first century. The reasons they have given include the global demands of the economy and the engagement of good citizenship to participate in a vibrant and civil society fully (Greenhill 2010).

In my perspective, theoretically, defining the importance of higher education is practically no longer valid in the contemporary era's context. For example, we were taught with John Henry Newman's perspective that the main purpose of higher education is to develop cultured gentlemen rather than to train an individual for the labour market who is indulged in worldly pursuits and only driven by the desires of modern dogmatic society. Although, theoretically, it's a better way to set the goals and aims for higher education this way, however practically, it's a bitter truth that higher education doesn't solely guarantee all these goals, but rather, several other aspects are aimed and expected of higher education. Therefore, new methods, skills, thinking and approaches are required in this competitive world to train students in higher education.

The Motifs of Quality Teaching in the twenty-first Century

According to my knowledge, there exist several perspectives about quality teaching in the twenty-first Century, however, I will mention at least three contradictory statements about the subject matter 'quality teaching'. First perspective is, quality teaching is about clearly passing on information from academic staff or teachers to students and that the learning of students is distinct from lessons. Second, teachers' instruction is directly linked to students' learning. Third, teaching and learning are intertwined. Based on these three contrary perspectives, everyone can have a subjective understanding. Which statement outweighs the other two among these three, I think it needs critical analysis in light of the twenty-first Century demands.

First, according to my subjective understanding, the opinion that, in the contemporary twenty-first Century, the motifs of quality teaching are about passing on information from faculty members to students; is no more entirely applicable. Teaching cannot be distinct from the learning of students. Thus, in the kind of teaching that aims to deliver information only, the teacher behaves like a dictator who passes on their knowledge and imposes their ideas over the students. By dictator, I mean the teacher who treats teaching as a one-way process and shuts the doors for students to raise questions or come up with unique ideas in the form of constructive criticism, which is against the will of a teacher. For example, bell hooks support my stance as she says: "I needed to know that professors did not have to be dictators in the classroom" *I needed to know that professors did not have to be dictators in the classroom*" (Bell Hooks 1994). Similarly, as said by Torres, "*a democratic teacher is neither authoritarian nor laissez-faire*" (Torres 2008). Therefore, in the contemporary twenty-first Century, only delivering information to the teachers and absorbing information from the students is not the true spirit and aim of quality teaching.

Second, in my subjective opinion, the statement that a teacher's instruction is directly linked with students' learning shows some flexibility and agreement. But, the third statement, 'quality teaching and learning are intertwined', outweighs this statement and opinion over the other two statements mentioned earlier. Because I believe in the idea that the boundary line distinguishing teachers from students is quite narrow, where the educator is also learning from the student and participants are learning and sharing at the same time (Arnold 2017). Therefore, I believe that, in the context of this twenty-first Century, there shouldn't be a conventional relationship between teachers and students in the classroom. Similarly, quality teachers will appreciate and encourage criticism from the students and provide opportunities to be questioned and challenged. By doing so, in the modern era, students will be trained enough to face challenges, highlight issues and come up with solutions in their practical life.

The pressing issues and solutions in the higher education system in the twenty-first century

The current dynamic twenty-first Century is the era of rapid globalization, scientific innovation, and post-digitalization which also brought new factual challenges to the education system in general and particularly to the roles of teachers and students. Thus, the contemporary era demands active steps in updating the way higher education is given and the responsibilities shared by both instructors and students. But, according to my perspective, there exist several flaws in the existing higher education system, which comprises of these issues: (1) Problems in the dictatorship model teaching, (2) problems with bibliometrics' (3) problems with neo-liberal economic capitalist education and (4) problems with Confucianist model education. In the sections below, I will critically analyse the issues and propose some possible solutions based on my subjective understanding of the different segments.

Getting rid of the Dictatorship's Model Teaching: Why and How?

From my perspective, those teachers who treat teaching as a one-way process and shut

the doors for students to raise questions or come up with unique ideas in the form of constructive criticism against their will are following the teaching model of dictatorship. Similarly, I believe that the dictatorship model teaching is a hindrance which stops the flow of fostering real knowledge and cannot succeed in making an individual into the finest possible member of society. Because dictatorship model teaching only provides a rigid and reductive framework that encourages conformity. Nevertheless, true and quality teaching in the contemporary era provides the room or space to speak and share in the classroom. It ought to assist and guide the curious mind of the students, which is not possible in the dictatorship model teaching.

How to get rid of the dictatorship's model of teaching? I believe that 'conversation' is an amazing tool through which the teacher can avoid the dictatorship model in the classroom. In addition, educating students through conversation, discussion, and interaction is more effective than just a seminar, where the educator speaks, and the learners listen. In support of conversation, bell hooks also believed that students don't remember the contents of the lecture, where they listen to teachers passively but remember the conversations they had in the class. Similarly, a renowned scholar Paulo Freire's ideas also suggest the communication model, while saying, "*Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges, teacher-student with students-teachers* (Freire 1996). I believe that Freire, in this quote, supports the idea that the teaching methodology consists of 'conversation' to provide learning opportunities to both students and teachers, which will not only avoid dictatorship in the teaching methods but also will have an impact to encourage and prepare individuals to understand and interrogate perspectives about themselves, society and nature. Freire also says, "*The teacher is no longer merely the one who teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach* (Freire 1996). Similarly, Freire opines that, unlike the dictatorship model, where one is an active speaker, and the other is a passive listener, there is no clear

distinction between teacher and student because both learn and grow together. In other words, the teacher simultaneously is a student and vice versa. In other words, the teacher simultaneously is a student and vice versa. I believe Freire encourages the trend of teaching and learning methods, where there is a special focus on enabling learners or students to be self-reliant and cultivating them for critical thinking. In addition to that, nourishing the student's ability to stand by themselves, take decisions in the right ways, speak about themselves and talk about the issue of global communities.

The exaggerated status quo of bibliometrics hatches flaws: bland taste and unethical trends in academia

The high demand for research publications or exaggeration of the importance of publications in academia hatched three issues: two problems and one vacuum for improvement. First, Bibliometrics, known as citation analysis, measures an individual scholar's impact based on quantitative network analysis. In addition, the current days' bibliometric is more devised to define which ideas have currency rather than a real impact on the society/community, resulting in a bland taste. For instance, if a scholar or teacher aims to be hired by a prestigious higher institute or promoted to a higher rank in the professional job, they should have published a huge quantity of research papers in a prestigious journal, received important grants, attended prestigious conferences, as well as their works, should have been cited by other researchers in academia.

Second, the struggle to increase the number of citations by academicians hatches a new unethical issue: intentionally and unnecessarily citing their research works or citing their mentors frequently to increase their own quantitative numbers of citations. This current trend is not only unethical but also narrows down the gap for the real impact of an individual or scholars on the community and society, which limits the scope of researchers only to academia and isolates the academicians from the real world. In light of the above discussions, a vacuum exists for academic improvement.

Furthermore, there exists a vacuum and space created by the modern academic trend,

which is the lack of parameters to evaluate the real impact of a scholar beyond academia. Regarding this point, Fábos and Haddad (2014) also spilled ink in the paper, "Toward a Feminist Analysis of "Impact. In that paper they gave a comprehensive detail along with great examples. For example, one of the points they raised is, 'Sondra Hales' a scholar and activist through her enormous contribution to women rights, social justice and gender politics, Sudan Studies and Politics. But unfortunately, her contribution did not get the same distinction and appreciated position in the academic trend. Her impact on the society was enormous but her impact and contribution to the community is different from citation indexes, and there is no scale through which her impact can be examined.

Therefore, in the context of the contemporary era, it's a dire need to rectify the parameters for improving the quality of academia. In short, scholars' impact and prestige should also be evaluated through other parameters such as contributions to society and individuals, rather not only through publications in high-ranked journals and citations index.

Problems caused by neoliberal economic capitalism in the higher education system: economic inequality, marketization and sense of deprivation

In higher education's pursuit and job market, neoliberal economic capitalism is causing several issues. For instance, economic inequality, marketization of knowledge and increasing the prevalence of deprivation among students belonging to the oppressed class of society. As said by a scholar (Munch 2010): "*education becomes a crucial resource of capital accumulation in the competition between universities—cum—business.*" If one sees higher education through the lens of marketization agendas, one can easily see that higher education has special stakes for capitalist rule. Higher education has become more synonymous with employability training, such as skills to solve problems set by their superiors. As a US critic once remarked, 'the various universities are competitors for the traffic in merchantable instruction (Veblen 1918). In addition, universities define the skills of professional workers for labour markets, reinforce ruling ideologies, and represent the

needs of the state and industry as those of society. Similarly, knowledge has been packaged in textbook-type formats so that students become customers or consumers of education-related products.

Particularly, from the perspective of economic inequality, those students who belong to privileged backgrounds both financially and politically can easily get enrolled in any prestigious private sector university while paying high costs for study and then graduate from there as taken for granted. And later on, they can also easily get high paid jobs based on their prestigious universities' tags and logos. But those students who belong to disadvantaged or financially low-income family backgrounds cannot afford the expenditures in a private institute and mostly rely on public sector universities which are under resourced in most cases, unlike the private sector universities. Unfortunately, in most cases, for students with a disadvantaged background's students, even public sector universities have lower expenditures, but still, they face dozens of challenges in affording those limited expenses. Similarly, later on, even after their graduation, graduates from disadvantaged financial backgrounds don't have the same advantages in opportunities to grab a high-paid or prestigious position in the job markets compared to graduates who hail from well-up backgrounds.

In short, neoliberal economic capitalism causes inequality and the prevalence of a sense of deprivation among graduates from down-trodden or disadvantaged financial backgrounds. Therefore, it is important to have a level playing field for competitors from disadvantaged and advantaged financial backgrounds students in the higher education system. In addition, the same approach of a level playing field for competitors between the private sector and public sector universities is needed, and steps are taken to standardize public sector universities. By doing so, everyone in the public sector universities will have equal opportunities to receive a quality education, ultimately reducing the economic inequality in the job market and the sense of deprivation of graduates belonging to the oppressed class of society.

Problems with the Confucian model teachings: teacher as a king in the mini kingdom

Based on my subjective perspective, mostly in the higher education system, one drawback of the Confucian model's teaching is that it usually encourages teachers to assume in the class that they are the rulers in their mini-kingdom, and they must be right at all times. In other words, there is resistance to the critical thinking process, which indirectly pushes students to become confirmative and passive to the epistemological information delivered by teachers. For instance, in the contemporary era, especially in some developing Asian countries, higher education hasn't progressed too far from reliance on strict syllabi or textbooks provided, which eventually affects creativity and critical thinking. Regarding the first issue, bell hooks are worth mentioning as she says, "*Most of my professors were not the slightest bit interested in enlightenment. More than anything they seemed enthralled by the exercise of power and authority within their mini-kingdom, the classroom*" (B Hooks 1994). In short, this type of authoritative attitude of teachers in the class is harmful to critical thinkers among students and needs to be rectified. As Torres says, "*a democratic teacher is neither authoritarian nor laissez-faire*" (Torres 2008). Therefore, there should be a radical commitment to openness, which maintains the integrity of the critical thinking process, and its central role in education.

How to dynamize the higher education system according to the twenty-first Century: The People's Republic of China as a model for the rest

Currently, in the twenty-first Century, higher education in China has entered a stage with comprehensive education and modernization as its core, which includes educational technology, legalization, information, internationalization and democracy. Historically, the internationalization process of higher education in China started in the late Qing dynasty; between nineteen hundreds twelve to nineteen hundreds forty-nine, policymakers strived to inject their universities with 'new blood', namely new thoughts inherited from the West. However, since the implementation of the Reform and Opening-up Policy in nineteen

hundreds seventy-eight, the development of higher education in the People's Republic of China has mainly been following the footprints of Europe. In nineteen hundred eighty-five in the People's Republic of China, regarding the Chinese higher education decision to reform the education system. For example, the reform of the admission and college graduates' employment systems.

Furthermore, almost a decade before, the Chinese government implemented the "National Medium and Long-term Education Reform and Development Plan Outline (2010-2020)" and "National Medium and Long-term Talent Development Plan Outline (2010-2020)". In light of the 2012 agenda, the Central University of Finance and Economics has established cooperation relationships with one hundred twenty-seven universities and institutions in twenty-nine countries and regions worldwide. The forms of cooperation include joint-degree programs, setting up international education institutions, international academic conferences, visiting faculty and scholars, student exchange, professional accreditation, course certification, credits mutual recognition. I believe the initiative China's Higher Education took to dynamize the higher education system in accordance with twenty-first Century demands can be a model for the rest of developing countries. In addition, while adopting the Chinese model to bring quality into the higher education system in several developing countries, teachers and students can benefit, resulting in their nation's prosperity.

Conclusion

In the contemporary twenty-first fast developing Century, the quality of higher education is linked with the nation's development, thus, demanding the motifs of higher education to be dynamic, affecting the roles of primarily students and teachers and obliging them to acquire new methods, skills, potential and abilities in their respective domains. However, the higher education system has not progressed according to the fast-developing Century's demands. Important pillars of the higher education system, both teachers and students, face several challenges. To overcome the issues

faced by students and teachers in the higher Classic wisdom to solve the current era's enigma faced by the higher education system and critically shed light on the issue of expected outcomes and motifs of higher education and characteristics of quality teaching in the past civilizations. Historically, people from different civilizations expected higher education for different outcomes. In this regard, I narrated that higher education aimed to promote morality, ethics, self-cultivation, human relations and social affairs in Chinese civilization. Similarly, higher education was expected to promote moral precepts and religious affairs besides governance in Mesopotamia and Egyptian civilizations. Moreover, in European society in the eleventh Century, the higher education motifs were to produce professional clergy and intellectuals in canon law, logic, finance, accounting and theology so that they could overcome the challenges hatched by ascending urbanization.

However, the current dynamic Century, the era of rapid globalization, scientific innovation, and post-digitalization, has also brought new factual challenges to the education system in general and particularly to the roles of teachers and students. In light of the discussions, I pointed out that in the contemporary era, the issues in the higher education system comprise problems in the dictatorship model teaching, problems with bibliometrics and un-ethical trends in academia, problems with neo-liberal economic capitalist education, problems with Confucianist model education, and the outdated version of defining the motifs of higher education. To solve these problems, I proposed that besides bibliometrics, new parameters are required in academia to measure the real impacts of research and researchers in their respective societies. Similarly, the existing trend of banking system education needs to be replaced with a conversation model which provides students to raise questions. Similarly, the quality of public sector universities needs to boost so that students with disadvantaged financial backgrounds can have a level playing field for competition with graduates from well-up backgrounds who graduated from prestigious private sector institutes.

By all counts and proven arguments, I believe it is no wonder that, in the contemporary era, on the one hand, quality teaching in the higher education system needs to focus on teaching real-life skills fostering knowledge, as well as growing the student or any individual into the finest possible member of society. On the other hand, the dynamic twenty-first Century demands students to be self-reliant, cultivate their minds for critical thinking, and strengthen the potential to cope with problems, challenges and issues of global changes they face. Furthermore, a quality higher education system in the context of the twenty-first Century demands an urge to assist the curious minds of the students rather than providing a rigid and reductive framework that encourages conformity.

References

- Acaroglu, L. (2019) "System Failures: The Education System and the Proliferation of Reductive Thinking." *Medium, Disruptive Design*, 17(2), Retrieved from: <https://medium.com/disruptive-design/system-failures-the-education-system-and-the-proliferation-of-reductive-thinking-dccf7dbb9b96>.
- Ames, R. T., & Hall, D. L. (2001). Focusing the familiar: A translation and philosophical interpretation of the Zhongyong. *University of Hawaii Press*.
- Arnold, J. (2017). Practice Leader Role in Developing Resource Teachers: Learning and Behaviour Professional Identity through Induction. *Kairaranga*, 18(2), 8-21.
- Fábos, A., & Haddad, E. (2014). Toward a Feminist Analysis of "Impact" Sondra Hale's Scholarship and Activism in and beyond the University. *Journal of Middle East Women's Studies*, 10(1), 53-81.
- Freire, P. (1996). *Pedagogy of the oppressed* (revised). New York: Continuum, 356, 357-358.
- Greenhill, V. (2010). 21st Century Knowledge and Skills in Educator Preparation. *Partnership for 21st century skills*.
- Gu, J., Li, X., & Wang, L. (2018). Higher education in China: *Springer*.
- Hooks, B. (1994). *Engaged Pedagogy: teaching to transgress*. New York, Routledge.
- Hooks, B. (1994). Teaching to transgress. Education as a freedom of practice. *New York: Routledge*.
- Keeley, S. M. (2001). *Asking the right questions: A guide to critical thinking*. Prentice Hall.
- Munch, R. (2010). Bologna, or The capitalization of education. *Kulturos barai*, 9, 9-11.
- Newman, J. H. (2022). The idea of a university defined and illustrated: In nine discourses delivered to the Catholics of Dublin: *DigiCat*.
- Teague, L. J. Higher Education Plays Critical Role in Society: More Women Leaders Can Make a Difference. *In Forum on Public Policy Online*, 2015 (Vol. 2015, Vol. 2): ERIC
- Torres, C. A. (2008). *Education and neoliberal globalization*: Routledge.
- Veblen, T. (1918). 1957. *The Higher Learning in America: A Memorandum of the Conduct of Universities by Business men*. New York: Hill and Wang. Originally published in.