



# Doctoral Programme International Education Development Peking University



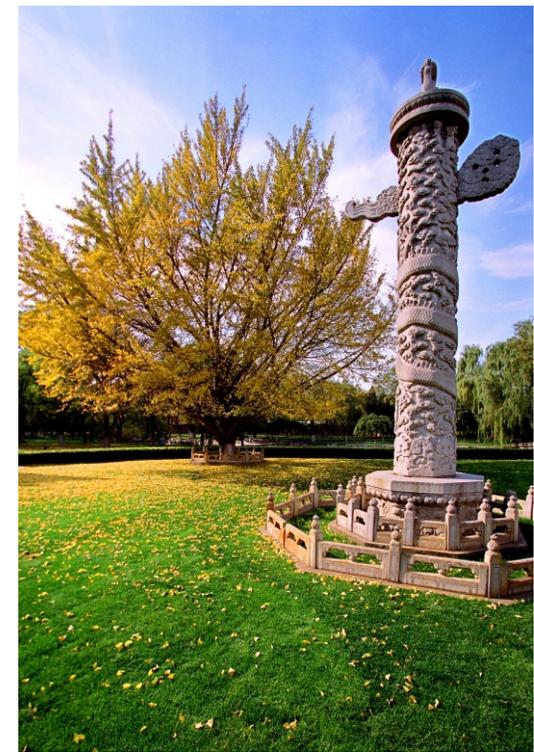
北京大学教育学院  
GRADUATE SCHOOL OF EDUCATION, PEKING UNIVERSITY



## Admissions Guide 2020



北京大学教育学院  
GRADUATE SCHOOL OF EDUCATION, PEKING UNIVERSITY



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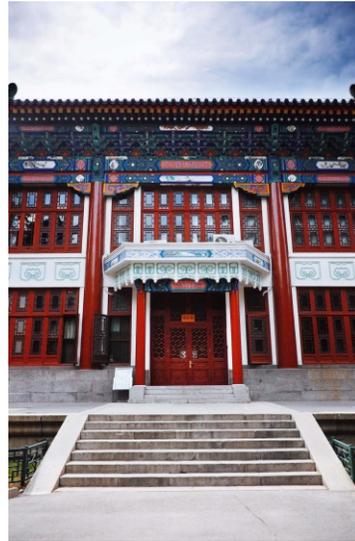
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## Our Program

The international education system has made tremendous progress in recent decades, having transformed the educational outcomes of hundreds of millions of children globally through both financial and political commitments. Yet the quality of education received by many is far from that promised by governments and international organisations, representing a substantial education deficit, a key challenge for the future. This, compounded with inequality across countries and social strata, shifts the focus of International Education Development (IED) from targeting access to education to ensuring its continued quality and equality. Indeed the former Millennium Development Goal to ensure universal access to primary education has since been modified to ensure quality education by 2030, as the fourth Sustainable Development Goal. Furthermore, looking to the future, there is an ever growing demand for the education system to produce the relevant skills required by the economy. In the meantime, the advent of the Internet of Things, Artificial Intelligence and Machine Learning are transforming labour markets globally and the skills required by employers. Thus there has never been a more pertinent time to establish this program and to ensure that IED can rectify these prominent global social issues.



To solve such problems, it is insufficient to simply transplant Western solutions to less developed countries, due to the differences between Eastern and Western perspectives, as well as between countries in the global North and South. Local solutions to local problems must be pursued. Thus, this program is uniquely able to draw from the experiences of China's unprecedented forty-year period of economic growth, poverty alleviation and educational development. Drawing

on the former challenges of Chinese educational and economic development, in mere decades, China has created an internationally renowned educational system including universal, high-quality, nine-year compulsory schooling; Project 211 and Project 985 directives rocketing Chinese universities up international university ranking tables; and the transformation from cheap, semi-skilled labour to a skilled labour force enticing huge FDI, focussing on local



and novel solutions. China's educational development has surprised the world, not least by Chinese students first topping the PISA international examinations in 2009, and presents learning opportunities for other countries to follow in China's footsteps. With China seeking to be a key global leader, change instigator and participant in global governance, Chinese initiatives will seek to meet global challenges, using local knowledge to help develop a global vision. Only through innovative policy could the shortcomings of the Chinese economic, social, and educational system be corrected. This impetus is needed in other nations, which the program aims to instil within its participants. Thus, through considering both the history and trajectory of economic development and

education globally, participants can develop a more holistic understanding of the field and its future.

The PhD in International Education Development (IED) is a brand-new, English language PhD program offered by the Peking University Graduate School of Education, commencing in Fall 2020 and designed to further talented students' desire to learn more about, and contribute to research in the development of international education. Education Development issues transcend all nations, and our program based in the ever growing and influential China, represents the successes, lessons and experiences to be learned, seeking to address global issues.

## Our Program

The program boasts an intellectual agenda promoting internationalism, innovative research methods, challenging case studies and research opportunities, emphasizing pragmatic solutions and bolstering leadership skills, in seeking to reflect the agendas of prominent international organisations. Our curriculum reflects both a cross-national, cross-cultural and comparative focus for better understanding educational development and our passion for bolstering education development across the globe, at all education levels. Coupling a strong theoretical and empirical grounding with practical solutions, program participants will be able to consider issues of international education development more critically and analytically.

This program leverages both the high-quality teaching resources and research capabilities of Peking University, the Graduate School of Education therein, and the China Institute for Educational Finance Research, as well as the practical training and expertise of the Asian Development Bank, World Bank, United Nations and other international organizations. Thus, this program focuss on expanding students' horizons internationally and allowing students to fully understand international education development, both in theory and in practice. Several of our faculty having served in international organizations, the program reflects their unique viewpoints, work experiences and international perspectives. These top

scholars and practitioners will not only be your teachers, but also assume the role of mentors, advisers and experts. An intimate cohort of talented international students will enable students to develop an impressive network and to really get to know their peers and their faculty.

This program addresses the growing demand within universities and other public bodies, namely government, international organizations, research institutes and NGOs, for individuals with intellect, wisdom and creativity in solving global issues of education development. Thus, we offer our students opportunities to gain hands-on professional experience through our practicum and internship programs.

The program is a four-year, full-time program, with both courses and dissertation instructed in English. After completing the required credits and then submitting and defending a PhD dissertation, students will be allowed to graduate and will receive a doctorate in Education or Management from Peking University.



## Peking University

Peking University was founded in 1898 and is located in Haidian District, North-West Beijing, where it stands as a comprehensive and national key university. Upholding a spirit of academic freedom and inclusiveness, Peking University has been devoted to excellence in teaching, learning, and research in a wide range of disciplines, and has been home to a number of experts and scholars renowned both in China and around the world. Peking University is a prominent bastion in the course of China's modernization, with the university's traditional emphasis on patriotism, progress and science, together with its educational standards of diligence, precision, factualism, and innovation, have been passed down from generation to generation. The university has effectively combined research on important scientific subjects with the training of personnel with a high level of specialized knowledge and professional skill as demanded by the country's socialist modernization. It strives not only for improvements in



teaching and research work, but also for the promotion of interaction and mutual promotion among various disciplines. Peking University embraces about 7,000 outstanding faculty members and over 42,250 undergraduate and graduate degree candidates, including almost 3,000 international students. It has become a cradle for high-caliber talent, an incubator for innovation and research, and a platform for international cooperation and exchanges. Peking University is ranked by the Times Higher Education as the 31st best university globally.

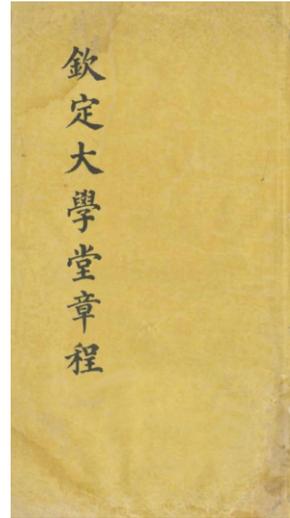


## Graduate School of Education at Peking University

Education faculty in Peking University has a long history. In 1902, the Imperial University of Peking (the predecessor of Peking University) set up a teacher-training college that was devoted to the preparation of pre-service teachers. In 1924, an education department was established. Several esteemed educators and university presidents such as Jiang Menglin and Hu Shih took the helms of the school. In 1949, the education department was transferred to another university in accordance with the central government's new higher education plan.

Since the 1980s, the education discipline has gradually regained the recognition in Peking University. The years 1980, 1984 and 1999 have witnessed successively the establishment of the Research Centre of Higher Education, the Institute of Higher Education, and the Institute of Economics of Education. Due to the fast-growing need for the higher education research and the training of the senior university administrators, the Graduate School of Education was established in 2000. The current Dean is Professor Yan Fengqiao, and Professor Min Weifang, President of the China Society of Education Development Strategy, is the Honorary Dean.

At present, the Graduate School of Education contains four departments, two institutes, and eight research centres. The departments are the Department of Education and Human Development, the Department of Education Economics and Administration, the Department of Education Leadership and Policy, and the Department of Educational Technology. The two institutes are the Institute of Higher Education and the Institute of Economics of Education, the latter of which is one of the Key Research Bases for Humanities and Social Science approved by China Ministry of Education. The Graduate School of Education is ranked as the 26th best such faculty globally in 2018.



## Program Requirement

### ► Research Concentrations

The program offers four different research concentrations, each with different focuses, taking advantage of a large and well-established faculty with a wider-range of interests and experiences.

1. **Higher Education.** This concentration focuss on the history and scientific methodology of International Education Development. Instructed by Ma Wanhua, Shi Xiaoguang and Shen Wenqin, upon completing this research concentration, students will obtain a Doctorate of Education.

2. **Principles of Education.** This concentration focuss on the theory of formation and development of pedagogy; and International Education Development in the context of globalization. Instructed by Wang Liping, upon completing this research concentration, students will obtain a Doctorate of Education.

3. **Educational Technology.** This concentration focuss on the impact of media and technology on International Education Development, such as Artificial Intelligence. Instructed by Jia Jiyou and Guo Wenge, upon completing this research concentration, students will obtain a Doctorate of Education.

4. **Education Economics & Management.** This concentration focuss on the relationship between education and the economy, international organizations and international development. Instructed by Min Weifang, Yue Changjun, Yang Wei, Ha Wei and Zhang Ran, upon completing this research concentration, students will obtain a Doctorate of Management.

### ► Curriculum

All IED degree candidates have course load requirements to ensure the successful completion of their designated degree program by the date of graduation. The following table shows the number of credits required for graduation in the doctoral degree program offered at the Graduate School of Education. In order to complete the program, it is required that twenty course credits should be completed, alongside the completion of a dissertation, of which ten must be core courses, eight elective courses and two a practicum or work experience.

Course Title	Professor	Credits	Course Type
<b>Core Courses (10 credits)</b>			
Chinese Language	<i>Various</i>	2	Required
Lecture Series on Contemporary China	<i>Various</i>	2	Required
Qualitative Research Methods	<i>Ran Zhang</i>	2	Required
Education Statistics and Econometrics	<i>Changjun Yue</i>	2	Required
China's Education and its Cultural Foundation	<i>Xiaoguang Shi</i>	2	Required
<b>Elective Courses (8 credits)</b>			
International Higher Education	<i>Wanhua Ma</i>	2	Elective
Introduction to Contemporary Chinese Higher Education	<i>Wenqin Shen</i>	2	Elective
Sociology of Education	<i>Liping Wang</i>	2	Elective
Economics of Education	<i>Min Weifang/Po Yang</i>	2	Elective
Comparative Economics of Education and Finance	<i>Po Yang</i>	2	Elective
Artificial Intelligence and Education	<i>Jiyou Jia</i>	2	Elective
Emerging Technologies in Education in the Time of MOOC	<i>Jiyou Jia</i>	2	Elective
Media Technology as an Agent of Education Evolution: From Oral to Internet	<i>Wenge Guo</i>	2	Elective
Theories and Practices of International Organizations	<i>Wei Ha</i>	3	Elective
Retrospect and Prospect of International Development Cooperation in China	<i>Wei Ha</i>	3	Elective
Government and Education	<i>Eduardo Velez &amp; Wang Rong</i>	2	Elective
<b>Practicum / Internship (2 credits)</b>			
Practicum / Internship	<i>Various</i>	2	Required

## Program Requirement

### ► Lecture Series on Contemporary China

Before regular semester-based courses start, students are required to attend a one-semester China Immersion Program, which is composed of a series of lectures, covering various topics related to economic development, such as educational reform in China, political institutions and national governance, economic system reform and development planning, China's opening up and globalization, peace-development-cooperation foreign policy, "One Belt, One Road" initiative, etc.

### ► Chinese Language

In accordance with Peking University's regulation, all international students are required to take a one-semester Chinese language course which is worth 2 credits.

### ► Other Elective Courses

Doctoral students have the opportunity to take more elective courses during their 2nd and 3rd year of study, after they have completed the required credits.



### ► Dissertation

The Doctoral dissertation shall be written in English, and under the guidance of an advisor. The dissertation shall demonstrate that the candidate has obtained a deep understanding of the theories and knowledge of international education development and has made serious and thorough reflections in this regard. Under the guidance of an advisor, and on the basis of the independent research conducted previously, students are expected to make use of the theories, knowledge and analytical skills acquired from the program to examine phenomena, analyze inherent principles, and finally produce a dissertation with both academic value and realistic significance. A student shall choose a

professor as his/her advisor in the first semester, and determine the subject matter of research under the guidance of an advisor in the second semester. After having successfully passed the comprehensive examination and an oral defense of the dissertation prospectus by the end of the first year, students are expected to spend the next two and a half years searching for evidence in the real world, conducting academic research and composing the dissertation. In the eighth semester, they shall finalize and defend their dissertation. A Doctoral dissertation must pass high standards, and will be evaluated on the basis of its originality, academic contribution, and practical value.

### ► Practicum / Internship

Utilizing our close connections with faculty and prominent local and international partners, all students are required to undertake a practicum on-site or work experience off-site to ensure the skillset that is learned can be used practically, as well as academically, with outstanding students being entrusted with practica at leading international agencies. A practicum sees students travel to client sites to propose solutions to practical problems facing and assigned by such partner institutions, to be solved in relation to international education development, guided by a faculty supervisor at the Graduate School

of Education and supervised by professionals. Thus, utilizing what she/he has learned during the program, the student can carry out independent research by means of a literature review, data collection, comparative analysis, field studies, designing programs and monitoring and evaluating projects. Thus, in producing a policy report that has both practical implications and social impacts, is able to boost both our partners' work and the field of international education development more generally.

## Faculty

We take great pride in the connections we make between the classroom and the real world. Our robust network of faculty and professional associates bring together prominent scholars, researchers, senior public officials, business leaders, social entrepreneurs, journalists, educators and students to teach and learn from each other in workshops and seminars. Drawing on their collective intelligence and wisdom, this unique learning environment provides a stimulating setting in which to hone leadership skills, develop cultural sensitivities, track developmental trends, debate new ideas, create cutting-edge research and generate smart policies that help solve international problems.

## Core Faculty



Guo Wenge, Associate Professor, Department of Educational Technology, Graduate School of Education, Peking University. Graduate of Peking University.



Ha Wei, Associate Dean and Associate Professor in Education Policy and Management, Graduate School of Education, Peking University. Graduate of Peking University and Harvard University, and alumnus of UNDP and UNICEF.



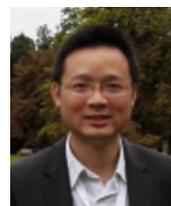
Jia Jiyou, Professor, Head of Department of Educational Technology, Graduate School of Education, Peking University. Graduated from Peking University and Augsburg University.



Ma Wanhua, Professor, Graduate School of Education, Peking University and Director, Peking University Center of International Higher Education (PKU-CIHE). Graduate of Jilin University and Cornell University.



Min Weifang, President of Chinese Society for Education Development Strategies and the UNESCO Chair Professor on Higher Education in the Asia-Pacific region. Graduate of Beijing Normal University and Stanford University.



Shen Wenqin, Assistant Dean and Associate Professor of Higher Education, Graduate School of Education, Peking University. Graduate of Peking University.



Shi Xiaoguang, Professor, Graduate School of Education, Peking University and Deputy Director, Peking University Center of International Higher Education (PKU-CIHE). Graduate of Beijing Normal University.



Wang Liping, Associate Professor, Graduate School of Education, Peking University. Graduate of Peking University and University of Chicago.



Wang Rong, Professor, Graduate School of Education, Peking University and Director of Peking University's China Institute for Educational Finance Research. Graduate of Peking University and University of California, Berkeley.



Yang Po, Associate Professor in Economics of Education, Graduate School of Education, Peking University. Graduate of Peking University and Columbia University.



Yue Changjun, Professor, Graduate School of Education, Peking University and Deputy Director of Peking University Institute of Economics of Education. Graduate of Fudan University and Peking University.



Zhang Ran, Associate Professor of Educational Law, Graduate School of Education, Peking University. Graduate of Peking University and Indiana University.

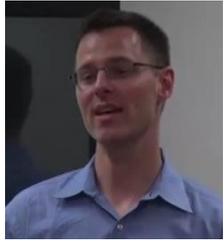


Eduardo Vélez Bustillo, Adjunct Professor at Georgetown University. Graduates of the University of Illinois at Urbana-Champaign. Formerly Education Sector Manager at the World Bank.

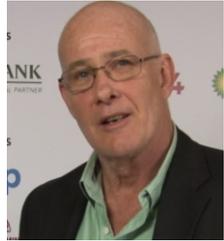
Adjunct/Visiting Faculty



Xueguang Zhou  
Stanford University



Adam R. Nelson  
University of Wisconsin-Madison



Andy Green  
University College London



John Meyer  
Stanford University



Roger L. Geiger  
Pennsylvania State University



Yingjie Wang  
Beijing Normal University



Daguang Wu  
Xiamen University



Daniel C. Levy  
State University of New York at Albany



Kaneko Motohisa  
University of Tokyo



Mingyuan Gu  
Beijing Normal University



Binxian Zhang  
Beijing Normal University



Rong Ma  
Peking University



Yingyi Qian  
Tsinghua University



Ulrich Teichler  
University of Kassel



Jingdong Qu  
Peking University



Yu Wei  
Southeast University



Ikuo Amano  
University of Tokyo



Mark Bary  
The University of Hong Kong



Bruce Johnstone  
State University of New York



Henry Levin  
Columbia University



Xiaofeng Liu  
Renmin University of China



Chuting Zhang  
Hunan Normal University



Philip Altbach  
Boston College



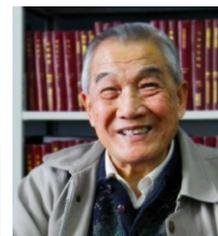
Shi Li  
Beijing Normal University



Brian Jacob  
University of Michigan



Hongyu Zhou  
Central China Normal University



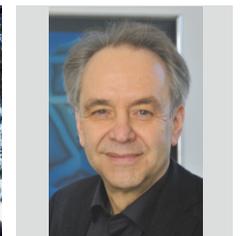
Kekang He  
Beijing Normal University



Zhiting Zhu  
East China Normal University



Fangle Li  
The Chinese University of Hong Kong



Klaus Mainzer  
Technical University of Munich



Jurgen Schriewer  
Humboldt University of Berlin



Weihe Xie  
Tsinghua University



Ruth Hayhoe  
University of Toronto



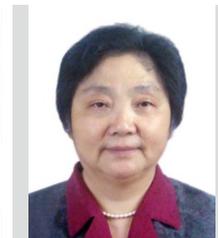
Haifeng Liu  
Xiamen University



Gang Ding  
East China Normal University



Bai Gao  
Duke University



Pingping Hu  
Ministry of Education, PRC



Songhua Tan  
The Chinese Society of Education



Shanmai Wang  
Beijing Normal University



Susanna Loeb  
Stanford University

## Financial Aid

The annual tuition fee for this program is 32,000RMB. Chinese Government Scholarships will be provided for students admitted from developing countries to cover their tuition, accommodation, living stipends, and medical insurance. In addition, further generous scholarships are to be made available for outstanding students irrespective of nationality. More information regarding scholarships currently available to foreign students can be found at [http://www.isd.pku.edu.cn/HOME/SCHOLARSHIP/General\\_Information.htm](http://www.isd.pku.edu.cn/HOME/SCHOLARSHIP/General_Information.htm)

## Application Instructions

Our four-year Doctoral Program in International Education Development is designed to prepare high-caliber talents and national leaders who are equipped with theories and knowledge and are capable of making decisions and policies related to international economic development. Candidates who have demonstrated a proven record of high academic and professional accomplishment and who wish to further hone their skills of leadership and elevate their knowledge are encouraged to apply.

### ► Application Requirements

To be eligible to submit an application, all applicants must meet the following admission requirements:

- ◆ Applicants must be non-Chinese citizens with a valid passport. Residents of mainland China, Hong Kong, Macau and Taiwan who have emigrated to other countries and are applying to Peking University as international students must present valid passport or citizenship documents dating from before November 30, 2013, along with proof of cancellation of Chinese nationality;
- ◆ Must have acquired a master's degree or above;
- ◆ Must have English proficiency as either a native English speaker;
- ◆ having attended an undergraduate program where the language of instruction was English; or submit valid TOEFL or IELTS scores of at least 100 or 6.0 respectively;
- ◆ Be in good health and physical condition;
- ◆ And comply with the laws and regulations laid out by both the Chinese Government and Peking University.



### ► Application Procedure

Applications will be accepted between September 30th and November 30th 2019 and applicants should prepare the following materials and submit them for inspection:

- ◆ A completed application form;
- ◆ Copies of Bachelor's and Master's degree certificates, notarized in Chinese or English (original copies must be shown upon admission);
- ◆ Original official transcripts;
- ◆ Original copies of Master's degree transcripts, notarized in Chinese or English;
- ◆ A personal statement of no more than 1,500 words, written in English or Chinese, focussing on academic background, work experience, achievements, study purpose and future career plans;
- ◆ Proof of payment of application fee;
- ◆ A resume, written in Chinese or English;
- ◆ Two letters of recommendation from professors or professionals in relevant fields and of considerable professional titles who know the applicant well;
- ◆ A valid passport copy;
- ◆ Published academic articles and abstracts, or other original work (not compulsory);
- ◆ And valid TOEFL (above 100) or IELTS (above 6.0) test scores.

Applicants are required to pay an application fee of 800RMB online through the Peking University China International Student Service System at <http://www.studyatpku.com>.

Applications will be considered invalid until this payment has been completed. All application materials must be submitted by post to Peking University, and must be submitted in duplicate, with both original and copies of each document. No exceptions will be made for posted application materials that were not received by the application deadline. The envelope should be addressed in both English and Chinese to “IED Project Doctoral Application Materials, 北京大学新太阳学生中心 330室, 100871, P.R. China”. In addition, the application form must be submitted online, at the Peking University China International Student Service System.

Unfortunately, application materials cannot be returned. The application fee is not refundable, irrespective of application success.

Upon reviewing the application materials, professionalism, academic level, morality and development potential of each candidate, shortlisted candidates will be contacted for interviews in early April. Based on candidates' application materials and interview performance, the Admissions Committee of the program will make a comprehensive evaluation of each candidate and make a final decision whether the candidate is admitted or not by the end of that month.

► Contact Information

Tel: 0086 10 6275 1230

E-mail: [study@pku.edu.cn](mailto:study@pku.edu.cn)

Website: <http://www.isd.pku.edu.cn>; <http://www.oir.pku.edu.cn>

Address: Room 330, New Sun Student Center, Peking University, Beijing, China, 100871

