

Distinguished Professor DSc. Tien-Hui Chiang
UNESCO, Zhengzhou University, China

General information

Distinguished Professor, Zhengzhou University

Fields of Research

Globalization and Education Policy, Sociology of Education, Sociology of Curriculum Knowledge, Teacher Education, Teaching Professional, Cultural Studies

Honours and Memberships

1. Primary degree research project, Ministry of Science and Technology, 2004~2008, 2009~2016
2. Excellent scholar, National Science Council, 2010, 2011
3. Distinguished Scholar, Ministry of Education, 2011~3; 2014~2016
4. The Fulbright Senior Scholar, Fulbright Foundation, USA, 2013-4
5. The International Distinguished Professor, University of Crete, Greece, 2015~

Education and Qualifications

Ph.D. (1996), Cardiff University, Wales, UK; Major: Sociology of Education

Professional experience

Distinguished Professor, Zhengzhou University

Vice President, RC04 (sociology of education), International Sociological Association, UNESCO, 2018~
Constitutional Standing Committee, the World Congress of Comparative Education Societies, UNESCO, 2016~

Ex-president, Taiwan Association for Sociology of Education, 2012~2016

Research work

Editorial Experience

1. Journal of Education Science, Greece, 2010~
2. International Journal of Educational Research, 2017~
3. The Asia Pacific Journal of Teacher Education, 2018~
4. Cogent Education, 2019~

Research Projects

1. Why do Students Study at Underachieved Universities? (NSC 99-2410-H-024-003-)(NT \$ 593,000), 2010~1
2. The Challenges of Globalization and Localization: the Development of Taiwanese Higher Education System since 1990s, (NSC 100-2410-H-024-004-)(NT \$ 558,000), 2011~2
3. A Study at the Relationship between Neo-liberalism and the Development of British Further Education, (NSC 101-2410-H-024-004-)(NT \$ 686,000), 2012~3

4. A Study at Developing an Innovative Teaching Strategy for Junior High School Teachers in the Era of Globalization, (NSC102-2410-H-024-007-MY3) (NT \$ 1,831,000), 2013~6
5. Professional Theories and Teachers' Cultures: the Perspectives from Structural Constraints to Agency (MOST 105-2410-H-218 -011 -MY2) (NT \$ 868,000), 2016~8

Book Co-editor

1. Olga Dečman Dobrnjič, Tom Majer, Franc Cankar and Tien-Hui Chiang (2008). Cross Education Dialogue: Selected Topics. Ljubljana: National Education Institute of Slovenia.
2. P. Calogiannakis, K.G. Karras, C.C. Wolhuter, T.H. Chiang and M. Tendo (2014), Crisis in Education, Modern Trends and Issue. Ncosia, Cyprus: HM Studies and Publishing.
3. P. Calogiannakis, Chiang, T.H., J. Spiridakis and TH. Babalis (eds.)(2018), Interculturalism in the 21st Century: Prospects and Challenges. NICOSIA: Studies and Publishing.

Keynote Speeches at Overseas Conferences

1. Power, Knowledge, Social Control and Transformative Pedagogy. The 2nd International Conference on Educational Models in Global Societies, Ljubljana, Slovenia, 17 - 18 April, 2008.
2. Teacher Education Worldwide: the Taiwan Case. International Symposium on Teacher Education in Modern Era: Current Trends and Issues, University of Crete, Greece, October 1~3, 2010.
3. The Challenges of Globalization and Localization on Taiwanese Higher Education System. The Education Reform of Greater China Symposium, National Institute of Education, Singapore, April, 1, 2011.
4. The Meanings of Social Capital for School Principals in Taiwan. International Conference on Education, Annamalai University, India, February 24-26, 2012.
5. A Constructive Analysis on the Phenomenon of Cultural Localization. The Conference of Japan Association of Educational Sociology, Matsuyama, Japan, September 13-14, 2014.
6. Decomposing the Synthesized Politics of Normalized Pedagogy for Improving the Phenomenon of Cultural Reproduction. The International Symposium on Pedagogy of Happiness, University of Crete, Crete, Greece, May 27-30, 2015.
7. Teacher competences function as an institutionalized discourse in the epoch of globalization. Asian Conference on Education, Tokyo, Japan, Oct. 13-15.

Journal articles selected

1. Chiang, T.H. (2014). Is the Hegemonic Position of American Culture able to Subjugate Local Cultures of Importing Countries? A Constructive Analysis on the Phenomenon of Cultural Localization. *Educational Philosophy and Theory*, 46(13), 1412-1426.
2. Chiang, T.H. (2015). Why do Higher Education Policies in Taiwan Incline towards Neo-Liberalism? A Critique on this Approach. *Taiwan Journal of Sociology of Education*, 15(2), 131-165.
3. Chiang, T.H. (2016). Public Managerialism Functions as a Discourse to Regulation Higher Education in the Era of Globalization. *Czech-Polish-Slovak Studies in Andragogy and Social Gerontology*, Vol. V, pp. 163-178.
4. Chiang, T.H. (2016). Exploring the Practice of Duality by Examining the Interaction between the Entrance Examination of Institutionalized School and Excellent Teachers. *Journal of Education Science of Hunan Normal University*, 15(6), 5-12.
5. Chiang, T.H. (2017). Social Classes and Cultural Reproduction. *Education Research Monthly*, 294(1), 16-24.
6. Peters, Michael and Chiang Tien-Hui (2017). America Closed, China Open. *Educational Theory and Philosophy*, 49(9), 843-847.
7. Chiang, T.H. (2017). Why can Public Managerialism Become the new Doctrine for Running Higher Education Institutes? *Tsinghua Journal of Education*, 2, 57-65.
8. Chiang, T.H., Zhou, Q. and Dong, Y.K. (2017) Critiques on the Contributions of the Gramscian School

- to the Studies of Resistant Culture in Schools. *Journal of Education Studies*, 13(5), 57-74.
9. Chiang, T.H., Gao, A. and Liu, Y. (2018). The Dual Mechanism of Academic Curriculum. *Journal of Education Science of Hunan Normal University*, 17(5), 27-34.
 10. Chiang, T.H. (2018). Exploring the Changes of Teacher Professional Theory and the Birth of Neo-professionalism in the Perspective of Institutionalized Global Context. *Tsinghua Journal of Education*, 4, 49-55.
 11. Chiang, T.H. (2018). The Key Elements and Practices of Teacher Professional Development in the New Era. *Journal of National Academy of Education Administration*, 10(250), 59-65.
 12. Chiang, T.H. (2018). Paradigms of education research. *Educational Philosophy and Theory*, 50(14), 1533–1534.
 13. Chiang, T.H. (2018). The Function of Cultural Preservation of Culture Capitalism and its Implications for School-based Curriculum. *Journal of Nanjing Normal University (social sciences)*, 6(220), 23-30.
 14. Chiang, T.H. (2018). The Debate between the Mode of Cultural Reproduction and the Mode of Cultural Mobility: The Role of Habitus in Education Inequity. *Contemporary Education and Culture*, 10(6), 1-10.
 15. Tien-Hui Chiang & Qian Zhou (2019) Can cultural localization protect national identity in the era of globalization? *Educational Philosophy and Theory*, 51(6), 541-545.
 16. Chiang, T.H. (2019). The Influence of Marxist Class-based Perspective on the Research of Educational Equity. *Journal of Shaanxi Normal University (Philosophy and Social Sciences)*, 48(2), 112-121.
 17. Chiang, T.H. How do underachieving working class students survive in the classroom? Critiques on the perspective of resistance. *International Journal of Educational Research* (accepted)