

FED-ETARC Seminar: 'Amber: The Formation of the "New Orthodoxy" in China's Higher Education (1949-1952)'

Date: 10 April 2026

Time: 10:00-12:00

Venue: E33-3038, Faculty of Education

Language: Mandarin

Registration: <https://umac.questionpro.com.au/t/ARuLwZSBa6>

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Speaker:

Prof. Xiaoying LIN is a Tenured Associate Professor, Doctoral Supervisor, Director of the Department of Educational Management and Policy, and Director of the Qualitative Education Research Center at the Graduate School of Education, Peking University. She is also a Distinguished Professor at the China Conservatory of Music. With long-term dedication to educational policy system and implementation, qualitative research methods, and higher education research, she has authored influential works such as *Children in County High Schools* and *Strategic Space in the Changes of Educational Policy*, and her forthcoming monograph *Amber: The Formation of the "New Orthodoxy" in Higher Education* is highly anticipated. Combining profound academic accumulation with cross-cultural educational practice experience, she has translated many international classics on qualitative research, and her research achievements have exerted extensive influence in the fields of educational policy-making and academic research.

Abstract:

The establishment of a modern country is an evolving process of increasingly relying on and establishing intellectual authority. This means that in the early years of the People's Republic of China, it was necessary to build a new type of relationship among education, academia and politics, as well as among the state, the political party and schools, and to establish a new set of value norms and power structure. Based on first-hand archival materials, researchers attempt to address three historical origin questions regarding the formation of the new orthodoxy in China's higher education: first, how did the new political power take over the first batch of universities and set a model for the takeover and reorganization of educational

institutions nationwide? Second, how did the engagement efforts of forces both inside and outside universities embed higher education into the nation-building process? Third, how did the higher education system, by participating in the cause of national construction, develop the concept of university education with enhancing national capacity as its core?