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LEAD2 Young Academic Leadership Training

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Personal Experience and achievements

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LEAD2青年学术领导力项目培训

——学习总结和心得

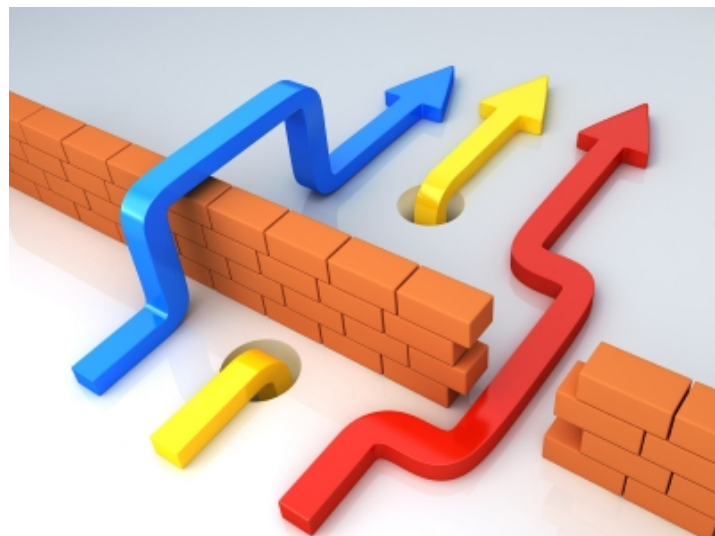
国家教育行政学院 唐子晨

2021年10月4日，我们开启了为期两个多月的“中欧 LEAD2 青年学术领导力”培训项目学习。会议通过学员们的实践分享、问题研讨等方式进行以大学治理和学术领导力为题的思想交流，共同探讨学员在教学中、科研产出方面最主要的关注点、困惑，以及作为领导团队面临的主要忧虑。9次线上课程、2次线下研讨的双重教学交流模式，令人耳目一新。现就这次的培训学习以三个“度”进行简要总结：



On October 4th 2021, we started the blended training program of "LEAD2 Young Academic Leadership" for more than two months. The training included lectures and exchanges on the subject of university governance and academic leadership through practices sharing and discussions among all participants. All members jointly discussed their main concerns and confusions related to teaching and scientific research, as well as the main concerns related to leading academic teams. The training methods integrated online teaching and exchanges with 9 online sessions and 2 offline seminars and exchanges. This blended approach is very refreshing for us. Below is a brief summary of this training and learning experience from me with three "excellences":

一是线上教学有制度。就我以前自身的线上学习经验来看，线上课程往往容易出现灵活性不足，参与者积极性低的情况出现。但是 LEAD 项目每一次讲授都安排了调动学员积极性的分组讨论环节，而且还根据个人特点设计了记录者、协调者、发言者、小组长等职能，使得整个虚拟组织井井有条，让我们感受到项目的用心。据我了解，参与项目的学员对此次培训的组织工作和课程质量均给予了高度评价，并表示：每次讨论都是思想的交流和碰撞，都是理论与实践的结合，收获颇多，意犹未尽。



The first excellence is regarding the system set up for online teaching and exchanges sessions. Based on my previous online learning experience, online courses are often prone to insufficient flexibility and low participant motivation. However, each lecture of the LEAD2 YAL training program has arranged a group discussion session to mobilize the enthusiasm of all participants. The program has also designed functions such as group note taker, group coordinator, group speaker, and group leader according to the personal characteristics of each member. The entire virtual organization of the training program is organized very well and allows us to feel the excellent planning of the YAL program and the competences of all project coordinators. In my view, all training participants who joined the YAL program highly appreciated the organization of the training and the quality of the courses. The participants highly commented that: every discussion session is an exchange and collision of ideas, an excellent combination of theories and practices, with a lot of learning gains. The meaningfulness and effectiveness of the YAL training program is tremendous and far-reaching.

二是线下交流有温度。信息化的不断演进，加之疫情的席卷，让大家的社交从线下走到了线上，不可否认的是，这很大程度上减少或弱化了空间上的障碍。但是两次不多的线下交流，是大家观点的互换，情绪的交织，以及相互帮助的良好契机，像是一个整体的“凝聚剂”，促进大家互相交流意见，统一思想认知，有助于共同目标的良好实现和每位参与者学术领导力的发展。



The second excellence is the warmth of all members and the exchanges. The continuous evolution of informatization, coupled with the spread of the epidemic, has brought everyone's social interaction from offline to online. It is undeniable that this has greatly reduced spatial barriers. However, the two offline exchanges are a good opportunity for the exchanges of opinions and the interweaving of feeling from all participants. This has been very fruitful and helpful. These face-to-face exchanges are like a "cohesion agent", which promotes the vivid exchange of opinions, thoughts and cognitive knowledge. These exchange sessions have greatly contributed to the realization of common learning goals and academic leadership development of all members.

三是教学内容有深度。通过深入学习和领悟，我对“大学治理”也是有了更深刻的理解：大学进行创业转型时，需要良好的治理结构达致“大学的善治”，来支持与推动转型。所谓大学的善治，即强调大学科层制的工具意义，通过管理体制的变革最大程度支撑学术生产与运行的效率提升。



The third is the depth of training content. Through in-depth study and exchange of understandings, I also have a deeper understanding of "university governance". When universities undergo entrepreneurial transformation, they need a good governance structure to achieve "university's good governance" to support and promote the transformation. The so-called good governance of the university emphasizes the tool

significance of the university governance at all levels, and supports the improvement of the efficiency of academic production and operation to the greatest extent through the reform of the governance systems.

另外想要特别提到的内容, 是 2021 年 12 月前往昆明参加的“首届澜湄区域教育合作与发展国际论坛暨 LEAD2 项目研讨会”。该项研讨会是提升教育服务向澜湄地区辐射的重要举措, 让我了解了不曾关注过的澜湄地区这一教育领域。

Another thing I want to mention in particular is to Kunming conference in December 2021 at the end of the YAL training program. This is my first time to participate in the "First Lancang-Mekong Regional Education Cooperation and Development International Forum and LEAD2 Project Seminar". This seminar is an important event to enhance the radiation of educational services to the Lancang-Mekong region, and it has made me understand the area of education in the Lancang-Mekong region that I have previously never paid attention to.



类比这次云南高校创新实践云南“面向东南亚辐射中心”建设的要求与任务, 提振教育服务向澜湄区域的辐射, 共建“云南-澜湄”国际高等教育对话机制, 在新时代、新发展、新机遇、新挑战下, 无论是地处云南的各级各类院校, 还是作为干部培训院校的

我院，都有责任和义务发挥自身优势和作用，践行教育发展新要求，为完善教育建设贡献智慧，最终焕发教育发展新活力。

This conference demonstrated that Yunnan's colleges and universities have innovated and practiced the requirements and tasks of Yunnan's "radiation center for Southeast Asia", boosted the radiation of educational services to the Lancang-Mekong region, and jointly established the "Yunnan-Lancang-Mekong" international higher education dialogue mechanism. Under the context of development, new opportunities and new challenges, whether it is higher education institutions in Yunnan province, or other higher education leaders' training institutions, it is our responsibility and obligation to give play to its own advantages and roles, and to fulfill the new requirements of educational development. We all need to contribute wisdom to the improvement of education development and quality, and finally radiate the new vitality of the education sector.

