# Article information:

2. 崔亚楠等(2021)普及化阶段中美高等教育结构的对比分析.pdf  
<https://typeset.io/library/untitled-collection-1oj0up2h/2-cui-ya-nan-deng-2021-pu-ji-hua-jie-duan-zhong-mei-gao-deng-yckegw0n>

# Article summary:

1. China has entered the stage of popularization of higher education, with a gross enrollment rate of 51.6% in 2019, and has become a world higher education power.

2. The internal structure of higher education in China and the United States reflects their respective development levels and external social structures, with differences in the proportion of graduates at different levels and the relationship between liberal arts and sciences.

3. Structural changes are an important part of qualitative change in popularized higher education, which requires optimizing the internal structure of higher education, enhancing its coordination with external social structures, increasing funding for higher education, and building a lifelong learning education system.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

该文章主要探讨了中国和美国在普及化阶段中高等教育结构的对比分析。然而，该文章存在一些潜在的偏见和不足之处。

首先，该文章过于强调了中国高等教育的发展速度和规模，并将其与美国进行比较。然而，这种比较忽略了两个国家之间的历史、文化、经济和社会差异。例如，中国高等教育的发展是在一个相对落后的经济环境下进行的，而美国则是在一个相对先进的经济环境下进行的。因此，在比较两个国家时应该更加注重它们各自独特的背景和条件。

其次，该文章没有充分考虑到普及化阶段中高等教育所面临的挑战和风险。例如，在追求规模扩张和数量增长方面，可能会牺牲质量和学术水平。此外，在人口老龄化、就业市场变化以及技术革新等方面也存在着不确定性因素，这些都可能对高等教育产生深远影响。

第三，该文章缺乏充分证据来支持其主张。例如，在讨论中国高等教育与外部经济水平和人口压力之间匹配程度时，并没有提供具体数据或研究结果来支持其观点。

最后，该文章可能存在一定程度上的偏袒倾向。尽管作者试图从历史、文化、经济和社会角度来比较中国和美国高等教育结构，但仍然存在一些未被探索或未被平等呈现的问题。

综上所述，虽然该文章提供了有价值的信息和观点，但仍需要更加客观地考虑各种因素，并提供更多证据来支持其主张。

# Topics for further research:

* Cultural and historical differences between China and the US in higher education
* Challenges and risks in the expansion of higher education during the massification phase
* Lack of evidence to support the claims made in the article
* Potential bias in the comparison between China and the US
* Uncertainty factors in the aging population
* job market changes
* and technological innovation
* Need for more objective consideration of various factors and evidence to support the claims made in the article.

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