

Special Topic: Education In China
ECED 4285-01/SPED 4785-01

Semester/Year	May 2015
Time/Location	Carrollton and China
Instructor	Li Cao
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COURSE DESCRIPTION

This course is designed to provide an intensive first-hand experience for UWG students to broaden our international perspective, extend understanding of sociocultural diversity, and learn how China

approaches the myriad challenges facing education. Globalization and preparing students and leaders to participate in the globalized 21st century education are the two themes to be addressed through this study abroad program.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered via face to face and online using UWG's CourseDen system, other Internet resources, and printed materials. Various pedagogical methods will be used for this course, including (but not limited to) lectures, PowerPoint presentations, online videos, class discussions, guest speakers, site visits, and case studies. All assignments and evaluation criteria upon which grades will be based are described in detail below.

This course will be delivered approximately 50% online. This requires the online equivalent of 1125 minutes of instruction (seat-time) and an additional 2250 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
Discussion posts	400 minutes
Audio/video instruction	225 minutes
Online assignments	500 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

- 1) begin to develop a global perspective through understanding the cultural, political, and financial influence on education and how Chinese schools address these influences
(Baruth & Manning, 1992; Bennett, 2006; Nieto, 2000; Trueba, 1989); (Standards: ISTE TF-IV.B; AASL 4.2 and 8.9)

- 2) identify and discuss important issues in need of reform in Chinese education from a teacher's perspective, e.g., what resources are available, and what more do teachers need? What are the trends for Chinese education in the future.
(Baruth & Manning, 1992; Bennett, 2006; Nieto, 2000; Trueba, 1989); (Standards: ISTE TF-IV.B; AASL 4.2 and 8.9)

- 3) understand and appreciate the challenges that teachers face in classroom practice in Chinese schools.
(Baruth & Manning, 1992; Bennett, 2006; Nieto, 2000; Scarcella, 1990; Tiedt & Tiedt, 1994); (Standards: ISTE TF-IV.B; AASL 4.2 and 8.9)

- 4) explore classroom activities to promote learning among various ethnic and cultural groups in the U.S. schools
(Baruth & Manning, 1992; Bennett, 2006; Kennedy, 1990; Nieto, 2000; Scarcella, 1990; Suarez-Orozco & Suarez-Orozco, 2001); (Standards: ISTE TF-IV.B; AASL 4.2 and 8.9)

- 5) identify and discuss the teacher's role in working with families and multicultural communities and fostering parent involvement in education
(Bennett, 2006; Nieto, 2000; Ovando & Collier, 1985; Suarez-Orozco & Suarez-Orozco, 2001; Violand-Sanchez, Sutton & Ware, 1991); (Standards: ISTE TF-IV.B; AASL 4.2 and 8.9)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Articles and Online materials will be provided via CourseDen.

Suggested Text(s)

- Bennett, C. (2010). *Comprehensive multicultural education: Theory and practice* (7th ed.). Needham Heights, MA: Allyn and Bacon.
- Cary, S. (2007). *Working with English language learners: Answers to teachers' top ten questions, 2nd edition*. Portsmouth, NH: Heinemann
- Suarez-Orozco, C., Suarez-Orozco, M. M., and Todorova, I. (2010). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
- Dove, M., and Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning, *TESOL Journal*, 1(1), 3-22.

<http://miniature-earth.com/>

- Parrish, P., and Linder-VanBerschoot, J. A. (2010). Cultural dimensions of learning: Addressing the challenges of multicultural instruction. *International Review of Research in Open and Distance Learning*, 11(2).
- Parrish, P., and Linder-VanBerschoot, J. A. (2009a). *Survey on culturally based learning preferences*. Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/809/1553>.

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References

- Adler, S. (1993). *Multicultural communication skills in the classroom*. Boston: Allyn & Bacon.
- Banks, J., & Banks, C. (1993). *Multicultural education: Issues and perspectives*. Needham Heights, MA: Allyn and Bacon.
- Banks, J. A. (1994). *Multiethnic education: Theory and practice (3rd ed.)*. Boston: Allyn & Bacon.
- Baruth, L., & Manning, M. (1992). *Multicultural education*. Needham Heights, MA: Allyn & Bacon.
- Coelho, E. (1995). Social integration of immigrant and refugee children. In F. Genesee (Ed.), *Educating second language children*. Cambridge: Cambridge University Press.
- Cummins, J. (1995). Knowledge, power, identity in teaching English as a second language. In F. Genesee (Ed.), *Educating second language children*. Cambridge, Cambridge University Press.
- Cushman, K. (2003). *Fires in the bathroom: Advice for teachers from high school students*. New York: The New Press.
- Floden, R. (1991). What teachers need to know about learning. In M. Kennedy (Ed.), *Teaching academic subjects to diverse learners*. New York: Teachers College Press.
- Garcia, E. (1999). *Student Cultural Diversity: Understanding and Meeting the Challenge*. Houghton Mifflin.
- Gay, G. (2001). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Genesee, F. (Ed.). (1995). *Educating second language children*. Cambridge: Cambridge University Press.
- Jhully, S. (Director). (2006). *Reel Bad Arabs: How Hollywood vilifies a people*. [Motion Picture]. United States: Media Education Foundation.
- Kennedy, M. (Ed.). (1991). *Teaching academic subjects to diverse learners*. New York: Teachers College Press.
- Nieto, S. (2000). *Affirming diversity: The sociopolitical context of multicultural education (3rd ed.)*. Needham Heights, MA: Longman.
- Ovando, C., & Collier, V. (1985). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. New York: McGraw Hill.
- Scarcella, R. (1990). *Teaching language minority students in multicultural classrooms*. Englewood Cliffs, NJ: Prentice-Hall.

- Simonson, R., & Walker, S. (1988). *Multicultural literacy: Opening the American mind*. Saint Paul, MN: Graywolf Press.
- Tchaicha, J. D. (1993). *Renegotiating Cultural Diversity in American Schools*. (1993). New York: Teachers College Press
- Tiedt, P., & Tiedt, I. (1990). *Multicultural teaching*. Boston: Allyn & Bacon.
- Trueba, H. (1989). *Raising silent voices: Educating the linguistic minorities for the 21st century*. Cambridge: Harper & Row.
- U. S. Department of Education. (1992). *The provision of an equal education opportunity to limited English proficient students*. Washington, DC: Office for Civil Rights.
- Violand-Sanchez, E., Sutton, C., & Ware, H. (1991). *Fostering home school cooperation: Involving language minorities families as partners in education*. Washington, DC: National Center for Bilingual Education.
- Zinn, H. (2001). *A people's history of the United States: 1492-present* (1st ed.). New York, NY: Harper Collins.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Activities and Assessments:

Preparation and active and positive participation in all discussions and activities is expected. For this course, an attitude of openness and a growth-oriented perspective are inherent in and essential to course understandings.

A University of West Georgia student should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all work and postings should be proofread for standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th) guidelines (not MLA). Written work must be completed in a typed, double-space format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated. Assignments will be lowered by 50% if the aforementioned cannot be followed. Late work will not be accepted and will result in a grade of a zero for the assignment.

1. Academic Presentation (60 points)

A key component of the program application process requires each UWG participant to prepare a statement of their educational interests and identify potential topics that they could discuss and present during a formal academic session at SWU. Each student works with the program director and faculty leader to identify potential presentation topics that reflect their education and program interests. Your presentation builds on your knowledge and interests in education and focuses on critical issues that would enhance your ability to become a more effective educator. As the proposed topics often overlap, online discussions to support student collaboration on presentation topics and cross-institutional student team presentations are encouraged. Your presentation topic must be submitted on CourseDen before 12:00 midnight April 28. Course Objectives 1, 2, 3, 4, 5

2. Education in China Journal (20 + 20 + 20 = 60 points)

You are required to develop at least three journals to document the important events, observation, and reflection during the program. Your journals corresponds to your visit to Beijing, Chongqing,

and Shanghai. Your journal must to include a minimum of 10 artifacts, e.g., photo, video, documents, etc. to demonstrate your learning about education in China as well as China in general. You need to prepare a caption for each artifact in no more than 50 words. You are required to share your journal entries of Beijing by May 10, Chongqing May 22, and Shanghai May 24 for peer feedback and comments. Based on your agreement with the UWG Scholarship Giveback, you are required to submit your notebook/journal entries to CourseDen and the ISP website. Deadline for submitting your final revised notebook on both CourseDen and ISP website is 12:00 midnight May 29. Course Objectives 1, 2, 3, 4, 5

3. Observation/Interview Report (3 x 30 = 90 points)

You are required to complete three observation/interview reports during your visit in Chongqing where you are going to visit schools and interact with teachers and students in a more intensive fashion. One of your observation reports focuses on the education and school system in general, while the other two focus on teacher and students. Your observation/interview reports allow you to provide details of your most impressive onsite observations and interviews during the program. Specific instruction will be provided on CourseDen. Your observation/interview reports are due for Beijing by May 10, Chongqing May 22, and Shanghai May 24 for peer feedback and comments. Based on your agreement with the UWG Scholarship Giveback, you are required to submit your notebook/journal entries to CourseDen and the ISP website. Deadline for submitting your final revised observation reports on both CourseDen and ISP website is 12:00 midnight May 29. Course Objectives 1, 2, 3, 4, 5

4. Reflective Summary PPT (90 points)

You are required to complete a 5-minute PowerPoint presentation as your final reflective summary for the course. In this reflective summary, you reflect on your learning as a result of your observations and experience during the Education in China program. Your summary needs to describe: (1) What did you learn about **your presentation topic**? (2) What did you learn about the **education profession**? (3) What did you learn about **yourself** – your strengths and challenges related to becoming an education professional? (4) What was the most impressive and fun thing you encountered during the trip? You are encouraged to include multimedia tools, e.g., video, photo, documents, etc. in the summary. Your Reflective Summary PPT is due for Beijing + Chongqing + Shanghai May 29 for peer feedback and comments. Based on your agreement with the UWG Scholarship Giveback, you are required to submit your notebook/journal entries to CourseDen and the ISP website. Deadline for submitting your final revised observation reports on both CourseDen and ISP website is 12:00 midnight May 29. Course Objectives 1, 2, 3, 4, 5

Evaluation Procedures

Assignment	Points	Submit via:	Due Date
Academic Presentation	1 @ 60 = 60	(D2L; Tk20)	May 5, 11:59 p.m.
Education in China Journal	3 @ 20 = 60	(D2L; Tk20)	May 10, 22, & 11:59 p.m.
Observation/Interview Report	3 @ 30 = 90	(D2L; Tk20)	May 10, 22, & 11:59 p.m.
Reflective Summary	1 @ 90 = 90	(D2L; Tk20)	May 29, 11:59 p.m.
Total = 300 possible points			

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69% and F = Below 60%.

A = 270 - 300, B = 240 - 269, C = 210 - 239, D = 180 - 209, and F = Below 180.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please list all class or department specific policies here. The following link with regard to University policies must also be included in your course syllabi each term
http://www.westga.edu/assets/Dept/vpaa/Common_Language_for_Course_Syllabi.pdf. This information will be updated each semester on the Provost's site as regulations change. Having the link in only one location, with regular updates ensures that students have been consistently informed. The following language is suggested:

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Late Work: Describe class, departmental or personal policy regarding acceptance and grading of late work

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via D2L).*

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
April 3	Orientation 1	Lecture and Readings about China Presentation topic	
May 3	Orientation 2	Presentation topic	Presentation topic
May 4-7		visit Beijing Normal University and Beijing	Note book part 1
May 7-21		visit Southwest University and Chongqing	Notebook Part 2
May 21-25		visit East China Normal University and Shanghai	Notebook Part 3
May 29		Carrollton campus	Notebook 1-3
May 29		Carrollton campus	Observation Report
May 29		Carrollton campus	Interview Report
May 29		Carrollton campus	Reflective Summary