EDUC 500 – Global Studies:  
Teaching and Learning in China  

COLLEGE OF WILLIAM AND MARY  
SCHOOL OF EDUCATION  

COURSE SYLLABUS  
Spring 2013  

Instructor: Jim Barber, Ph.D.  
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Telephone: 757-221-6208  
E-mail: jpbarber@wm.edu  
Office Hours: Always happy to meet with students; please e-mail for appointment  

Class Meeting: Tuesday, 7:00-9:30 PM  
Room: 2020 School of Education  

DESCRIPTION:  
This course is designed to explore the concepts of teaching and learning broadly in the Chinese context. Using new media as a foundation for our course, we will study the teaching and learning experiences of people in China, and contrast those with our own experiences in American contexts. Through digital storytelling we will document our own teaching and learning experiences related to a variety of topics relevant to educators, including internationalization, digital learning, and cross-cultural pedagogy. The centerpiece of the course is a study abroad experience in which students will travel to Beijing, Xi’an, and Shanghai, three vibrant and very distinct communities in the People’s Republic of China.  

COURSE OBJECTIVES:  
The instructor of the course, through various means, will:  
1. Interpret the concepts of teaching and learning broadly and position them within both national and global contexts  
2. Introduce digital storytelling as an approach to the study and documentation of teaching and learning in both the United States and China  
3. Lead field experiences to sites of historical and cultural significance in the People’s Republic of China  
4. Guide students in selecting a topic area related to teaching and learning in China and relevant to his/her own course of study to focus on for the culminating project  
5. Foster good writing, collaboration, professional presentation, and advanced cognitive and reflective skills in the course participants  

LEARNING OUTCOMES:  
By the end of the term, students who are successful in this course will be able to:  
1. Understand the conceptualization of teaching and learning in China, with a particular focus on higher education and counseling
2. Consider the implications of the educational system for their peers (educators, practitioners, or graduate students) in China
3. Compare the educational systems and approaches in the United States and three distinct Chinese communities: Beijing, Xi’an, and Shanghai
4. Discuss several major social issues as they relate to Chinese higher education, including access to education, digital learning, and cross-cultural applications
5. Use digital storytelling to present findings related to teaching and learning in China, drawing specific connections to his/her own course of study

**REQUIRED TEXTS AND RESOURCES:**

Our course Blackboard site includes a rich set of sources as well, which we will add to throughout the semester. Additional required articles and chapters listed in this syllabus will be made available via Blackboard (Bb).

All students will need to have access to our course blog site (which will be public):
http://chinese.blogs.wm.edu/

**ASSIGNMENTS:**
Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. All written assignments should be typed, double-spaced, with APA-style citations and references. Within a reasonable time frame (at least ten days), I am available to review work prior to submission. More details about each of the major assignments will be discussed in class as the semester progresses. Each student will complete the following projects:

**COURSE REQUIREMENTS:**
15% Travel and Course Engagement
25% Educational Interviews/Recordings (U.S. and Chinese)
35% Final Project – Blog Essay (2300-2500 words)
20% Additional Contributions to Blog
5% Cultural Artifact Presentation

1. **Travel and Course Engagement (15%)**

*Flexibility* is key to having a successful international travel experience! Your enthusiasm, positive attitude, and open-mindedness will greatly enhance your own (and everyone’s) experience on the trip. It is expected that students will participate fully in all aspects of the travel itinerary within China (February 27-March 10, 2013). This includes all educational meetings, meals, and cultural excursions. In addition, all students are expected to participate in all pre-departure and post-travel class meetings. Students should come to each class session prepared to actively participate in class discussions. Informed participation requires that you have read the assigned materials. Likewise, students should complete all course assignments and attend all field experiences. Students should be on time for class sessions and excursions, and submit all
work on or before the due date. I expect that you will behave professionally in your interactions and work this semester.

2. Educational Interviews/Observations: Recording and Reflection (25%)
Students will conduct interviews in both U.S. and Chinese contexts (ideally with individuals with a clear connection to education – an educator, faculty member, practitioner, student) to inquire about the impact of teaching and learning on his or her life. The conversation should be focused on three main topics: How would you describe your approaches to teaching and learning?; What are the greatest challenges in teaching and learning from your perspective? and How has your teaching and learning been affected by internationalization? Interviews should be recorded (video is preferred if at all possible). Students will write a 2-3 page summary discussing the findings of each interview, and we will discuss our findings in class and post them to the blog. Students may work individually or in small groups. The U.S. recordings will form the basis for potential presentations in China on the topic of teaching and learning in the American context.

U.S. recordings should be completed by February 19, 2013.
Chinese recordings will be completed while we are in China.

3. Final Project: Perspectives on Teaching and Learning in China (35%)
Each student will write an essay investigating a topic related to the impact of teaching and learning on an aspect of Chinese society from a perspective connected to his or her own research or professional interests. This is an opportunity to dig deeper into an area of personal interest. Final essays should be at least 2300-2500 words, and include a variety of media to supplement the text. Creativity is encouraged in the selection of topic and online presentation of material. All references to others’ work should be cited properly.

Four main sections for your essay:
   a) Background – How does teaching and learning affect/relate/connect to this topic or area?
   b) Local Impact – What are the local implications for China (or a particular locality within China)?
   c) U.S. Impact – Explain any connections to or implications for the United States
   d) Personal Observations and Reflection – What have you experienced in China that informs your essay?

4. Additional Blog Contributions (20%)
In addition to his or her personal final project, each student is expected to review and make contributions to at least one other student’s blog page and at least one community page (which will be established to document and connect our field excursions to the course content). Ideally students will contribute to the page of a different student than whoever is reviewing his/her own page, so that every student has at least one reviewer.

5. Cultural Artifact Presentation (5%)
Each student will prepare a brief (10 minute) presentation for the class introducing a cultural artifact he or she has discovered, and make direct connections to an aspect of our course of
study. The purpose of this assignment is to encourage observation of daily life in China, and create an intentional connection between course material and the immersion experience.

Presentations will take place at our first post-trip meeting, March 19, 2013.

The following criteria will be used in assigning letter grades:

**Grade Equivalencies:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-96%</td>
<td>A</td>
</tr>
<tr>
<td>95-90%</td>
<td>A-</td>
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<tr>
<td>89-87%</td>
<td>B+</td>
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<tr>
<td>86-84%</td>
<td>B</td>
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<tr>
<td>83-80%</td>
<td>B-</td>
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<tr>
<td>79-77%</td>
<td>C+</td>
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<tr>
<td>76-74%</td>
<td>C</td>
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<tr>
<td>73-70%</td>
<td>C-</td>
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<td>69-67%</td>
<td>D+</td>
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<td>66-64%</td>
<td>D</td>
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<td>63-60%</td>
<td>D-</td>
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<td>59%-0%</td>
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**ACADEMIC HONESTY:**

William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Students are reminded to review terms of the Honor Code at: [http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcode/index.php](http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcode/index.php).

You are expected to support the atmosphere of academic integrity by avoiding acts of academic dishonesty. Participation in any of the following activities will qualify the student for failure in the class and possible disciplinary action:

- **Cheating:** Using or attempting to use materials, information, or study aids to gain an unfair grade advantage over other students in any academic exercise.
- **Plagiarism:** Representing another’s words or ideas as one’s own in any academic exercise.
- **Multiple Submissions:** Submitting the same assignment in two or more courses without obtaining the prior permission of the respective instructors.
- **Misrepresentation:** Presenting false excuses or using deception to receive a higher grade or to avoid fulfilling the requirements of any assignment or course.

I expect students to acknowledge in writing the intellectual work of others. In all work (written or presented) you will be required to use the **APA citation** format (*Publication Manual of the American Psychological Association, 6th edition*, APAstyle.org).

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. If you are not sure about whether something you are doing would be considered academic dishonesty, consult with the instructor.

**RELIGIOUS OBSERVANCES:**

I respect the rights of all students to observe their religious holidays in accordance with their own traditions. By the second class of the term, please tell me in writing if you will not be attending class for religious reasons for any day in the term (and which specific day(s) you will miss).

**ADA ACCOMMODATIONS:**
Reasonable accommodation for students with documented disabilities may be arranged by contacting the instructor on an individual basis early in the semester. I will work with you on making this course, class activities, and exercises accessible for your full involvement. Disability Services is located in the Campus Center, Room 109. Appointments may be scheduled in person or by calling 757-221-2510. Additional information is available at: http://www.wm.edu/offices/deanofstudents/services/disabilityservices/index.php.

**ATTENDANCE STATEMENT:**
Attendance is a course requirement due to the interactive nature of the course. However, emergencies do occur, so please contact the instructor if necessary. If you should miss class, it is your responsibility to obtain class notes/materials from a classmate. If attending a professional/higher education conference, students are excused but work must be provided prior to class session.

**COURSE OUTLINE:**

*Schedule is subject to change; any announcements about additional readings will be made in class or e-mailed to students through Blackboard.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1. January 29</td>
<td>Course Overview; Introductions; Digital Storytelling</td>
<td></td>
<td>Student Bio, due 2/4/13, via Blog;</td>
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<tr>
<td>2. February 12</td>
<td>Higher Education in China; Teaching and Learning</td>
<td>Barr &amp; Tagg 1995 – Teaching and Learning; Kipnis 2010 – Underfunded Chinese education Education Digital storytelling</td>
<td>Watch film “Not One Less” before 2/12 class</td>
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<tr>
<td>3. February 19</td>
<td>Cultural and Travel Information; Conceptualize Presentations; Final Preparations</td>
<td>Readings TBA</td>
<td>Watch film “Examination 1977” before 2/19 class</td>
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<tr>
<td>February 27</td>
<td>Depart for China</td>
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<td>February 28-March 3</td>
<td>Beijing</td>
<td>Institutional visit: Beijing Normal University</td>
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<td>March 4-6</td>
<td>Xi’an</td>
<td>Institutional visit: Shaan Xi Normal University</td>
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<td>March 7-9</td>
<td>Shanghai</td>
<td>Institutional visit: East China Normal University</td>
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<td>March 10</td>
<td>Return to USA</td>
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<tr>
<td>March 19</td>
<td>Debrief meeting 1</td>
<td>Readings TBA</td>
<td>Cultural Artifact Presentation; Reflective Journal</td>
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<tr>
<td>April 16</td>
<td>Debrief meeting 2</td>
<td>Readings TBA</td>
<td>Final Projects Due</td>
</tr>
<tr>
<td>Dates TBA</td>
<td>Public Presentations on campus</td>
<td>(uploaded to blog) 4/19/13: Final Reflection</td>
<td></td>
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</tbody>
</table>