

| Cluster   | Course Title                  | Instructor                          | Credit | Semester    |
|---|-------------------------------|-------------------------------------|--------|-------------|
| P   | Children and Youth in Nanjing | CHEN chen, LIU Jingbo, & WANG Qiang | 2      | 2015 Summer |
| <b>Course Description</b>   |                               |                                     |        |             |
| <p>According to the aim of the AELC (Asian Education Leader Course), the students involved in summer course 2015 held in Nanjing are potential or future researchers in education, leader teachers of schools, and administrators of education in East Asia. These people are trained to be internationally minded, being capable of understanding educational issues and challenges faced by the Asian societies from multi-perspectives in relation to regions and/or countries, communicating these issues and challenges with researchers, practioners, and policymakers from different countries and regions in Asia, and of generating their own opinions on the above educational issues and challenges.</p> <p>Centered on the above AELC aim, the P course constructed by School of Education Science and School of Psychology at Nanjing Normal University intends to allow the students who participate in the summer course have the access to know local present situation of education, which may reflect the educational issues and challenges faced by Asian societies. In this sense, local children's and youths' lives at school, how local educators and administrators at school understand students' health development, as well as organizations that provide development support for the students may be a window of it. In order to achieve the above purpose, the P course consists of a flexible five-day field work in three plans, considering the summer holiday situation of schools in Nanjing. These plans allow students either to visit certain elementary, middle, and high schools, and one counseling center particularly for children and youths or have the opportunity to talk with some school teachers and local education administrators. Please see the detail of the three plans in the content part.</p> |                               |                                     |        |             |
| <b>Objective</b>  |                               |                                     |        |             |
| <p>After participating in and completing the practical course, students are able to:</p> <ol style="list-style-type: none"> <li>1. Know how students in different developmental stages spend their day time in kindergarten and at school, learning and interacting with their teachers and peers;</li> <li>2. Get a vivid understanding of how local children and youths think, feel, and behave at school and in their spare time;</li> <li>3. Analyze the similarities and differences among different schools, particularly those at the same level, including the mission of the school, the challenges and reforms it faced;</li> <li>4. Know how school teachers and educational administrators think about student</li> </ol>   |                               |                                     |        |             |

development and the current educational problems and challenges;

5. Compare the local education situation with that of their own region or countries, obtaining a relatively comprehensive picture of the issues and challenges faced by Asian societies.

**Learning Method**

Observation, conversation, and group discussion

**Contents**

**Plan A (if schools are not yet in summer holiday)**

**1. The 1<sup>st</sup> day field work: visiting two primary schools**

1.1 Morning trip: visiting a school specific for migrant children

Activities:

- 1) Observe 4th and 5th grades' classes, such as Chinese, English, or Social Study, etc. (if the classes can be offered)
- 2) Meet the school headmaster and some teachers
- 3) Have lunch with the children/teachers in their classes (if possible)

1.2 Afternoon trip: a school for city children

Activities:

- 1) Observe 4th and 5th grades' classes: Chinese, English, Social Study, Music, or PE, etc.
- 2) Observe students' afternoon activities
- 3) Visiting the school and meet the school headmaster and some teachers

**2. The 2<sup>nd</sup> day field work: visiting a local kindergarten**

Name: The Kindergarten Attached to Nanjing Normal University, including the Nursery School if possible.

Morning activity: Observe preschool children's classes and activities

Afternoon activity:

- 1) Observe children's playground activities;
- 2) Meet the kindergarten head and teachers

**3. The 3<sup>rd</sup> day field work: visiting two middle schools**

Morning trip: Visiting a public middle school

Afternoon trip: Visiting a private middle school

Common arrangement: Observe students' classes, talk to students during lunch time or break, and meet school headmaster and some teachers.

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| <p><b>4. The 4<sup>th</sup> day field work: visiting two high schools</b></p> <p>Morning trip: Visiting a public high school</p> <p>Afternoon trip: Visiting a private high school</p> <p>Common arrangement: Observe students' classes, talk to students during lunch time or break, and meet school headmaster and some teachers.</p>   |
| <p><b>5. The 5<sup>th</sup> day field work: visiting a counseling center</b></p> <p>Morning trip: Tao Laoshi Counseling Center</p> <p>1) Meet the person in charge of the Palace who will introduce the history of the center, how the center works for children and adolescents, and how the center recruit and train counselors;</p> <p>2) Visiting the center</p> <p>Afternoon activity: Group discussion and oral presentation</p>  |
| <p><b>Plan B</b></p>  |
| <p>1. The 1<sup>st</sup> day field work: visiting two primary schools (the same as plan A)</p>  |
| <p>2. The 2<sup>nd</sup> day field work: visiting a local kindergarten (the same as plan A)</p>   |
| <p><b>3. The 3<sup>rd</sup> day field work: visiting a Children's Palace</b></p> <p>3.1 Morning trip:</p> <p>1) Meet the person in charge of the Palace</p> <p>2) Observe different classes to see how local children and youths develop their hobbies out of school</p> <p>3.2 Afternoon trip: free activities or group discussion preparing for the oral presentation</p>   |
| <p><b>4. The 4<sup>th</sup> day field work: visiting a summer camp</b></p> <p>There are some summer camps held in Nanjing or some places around for junior and senior high school students. Generally, the teachers are foreigners. Students who join in the summer camp will have some English classes and out-of-class activities. Every day, they have to take care of themselves and get on well with their roommates and classmates. The Purpose to visit the summer camp is to allow the students to observe how these children and youths who come from different schools even different areas spend their time.</p> |
| <p>5. The 5<sup>th</sup> day field work: visiting a counseling center (the same as plan A)</p>  |
| <p><b>Plan C</b></p>  |
| <p>1. The 1<sup>st</sup> day field work: visiting a local kindergarten (the same as the 2<sup>nd</sup> day in plan A)</p>   |
| <p>2. The 2<sup>nd</sup> day field work: visiting a summer camp (the same as the 4<sup>th</sup> day in plan B)</p>  |
| <p>3. The 3<sup>rd</sup> day field work: visiting a Children's Palace (the same as the 3<sup>rd</sup> day in plan B)</p>  |
| <p><b>4. The 4<sup>th</sup> day field work: meeting school principles and local educational</b></p>   |

**administrators**

Morning trip: having a conversation with a group of school principals on:

- 1) Their management philosophy or concepts of running a school;
- 2) How they think about students' well-round development or the most important characteristics they think that a student should have;

- 3) The curriculum reform issue;
- 4) The teacher development issue;
- 5) How they think about the current educational problems and challenges.

Afternoon trip: having a conversation with local educational administrators from a District Education Bureau to understand the issues on educational equity, how to balance the exam pressure and students' health or well-round development, the administration of basic education, and elite education.

5. The 5<sup>th</sup> day field work: visiting a counseling center (the same as the 5<sup>th</sup> day in plan A)

**Requirements**

1. Students have to attend all the five-day field trips.
2. Students have to give an oral presentation on what they have observed and acquired by four groups based on the region or country, comparing the local children's and youths' lives with those where they come from.

**Evaluation**

- Attendance (70%)
- Oral presentation (30%)

**Textbooks and Papers**

(Flexible)