

Cluster	Subject Title	Instructor	Credit	Semester
K-P	Educational Changes in China	Academic team from Nanjing Normal University	2	Winter 2020
Subject Description				
<p>This course mainly explores important ideas and evidence of educational change in China. It investigates how policymakers, school leaders, teachers, students, parents, and others experience change. It also examines the social, economic, cultural, and political forces driving educational change. While presenting educational change from different perspectives, it raises many challenging questions about educational change as well. It includes five seminars provided by the academic team from Faculty of Education Science, Nanjing Normal University.</p>				
Objective				
<p>Students will be able to:</p> <ol style="list-style-type: none"> (1) delineate the economic, social, political and international context of development; (2) identify and analyze educational policies and reforms in addressing issues in national development; (3) examine interactions between education and development from a multidisciplinary perspectives. 				
Learning Method				
Seminars and field observation				
Content				
<p>(1) Teacher Professional Development in China</p> <p>This seminar aims to illuminate major issues of teacher continuous professional development in China. It will explicate how teachers participate collective learning activities and how to do these activities contribute to their professional development when they step into teacher career within specific social-cultural context. The scope of discussion will embody issues and topics that are commonly found in primary schools. Students are expected to participate in group discussions and case analysis.</p> <p>(2) EFA (Education for All) and Educational Leadership Innovation in Asia</p> <p>EFA is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults. Nations in Asia have got significant process to reach EFA goals. This seminar aims to help students to understand the</p>				

developmental history and undertake scenario analysis of EFA in Asia. Meanwhile, we will identify the roles of educational leadership in the process and responsive strategies within the framework of Education 2030 Framework for Action.

(3) Chinese Curriculum System in Basic Education in an Era of Changes

Give a historical overview of Chinese curriculum system to let the Scottish visiting students get a general idea about the development of China's national curriculum policies in recent 30 years and its influence on school practice.

Focus on the various practice of school-based curriculum development in Chinese primary and secondary schools to let the students know what Chinese practitioners are doing to enrich the pupils' learning opportunities and experience.

Declare the difficulties and problems the school practitioners have been meeting and making efforts to overcome while improving the actual effects of curriculum development so that the students could further understand the complexity and arduousness of Chinese curriculum reform.

(4) Education for International Understanding in Chinese Schools in the Era of Globalization

The globalization trend has brought people of all over the world into global village. It is important to educate the students' sense of international understanding for the world peace. Education for international understanding has been paid universal attention by many countries, including China. In this seminar, students will be introduced to the development stage and main ideas of education for international understanding, the practice of education for international understanding in Chinese primary and middle schools, the difference about secondary school students' sense of international understanding between China and U.S., the problems in education for international understanding in Chinese schools.

(5) Visual Culture and Media Literacy

The instructional objective is to cultivate the young's visual literacy and media literacy. The seminar contains three parts. First part is the foundation for next two parts. It discusses the concepts and ways of analyzing visual culture and media literacy. The second part includes learning resources from the real life, such as architecture, sculpture, ceramics, costume, etc. From the appearance of these objects, students will learn to find the history, traditional convention and values inside so that to be able to see and experience real life better. The third part is to enhance learners' media literacy through learning different types of media works such as calligraphy, painting, photography, film and Internet to enjoy activities of analyzing the works and understand the media world deeper.

Requirement

Active participation.

Evaluation
(1) Class participation (20%) (2) A short essay related to the cluster with no less than 600 words (40%) (3) Group presentation (40%)
Textbook and reference (please indicate which are to be provided by instructor and which students need to find by themselves)
This course does not need extra textbooks or references. Students are encouraged to learn the educational system, social economic context and policies related to educational changes in China in advance.
Pre-course reading and preparation (if any)