



THE UNIVERSITY
OF BRITISH COLUMBIA

Faculty of Education

**EDST 580A—Directed Study
Section 941
Summer Term 1**

**Global Seminar
“Comparative Perspectives on Education: Canada and China”**

**May 8-26, 2017
Seminar to be held in Chongqing, China
Southwest University**

Seminar Coordinator:

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Southwest University

General Description of the Seminar

The educational systems of Canada and China have quite different historical and philosophical foundations, but both have been heavily influenced by globalization. This seminar provides students with an opportunity to learn more about education in China through an immersive learning experience in one of China's largest municipalities.

Examples of the types of broad topics that can be the basis for participation in this global seminar include (but are not limited to) the following:

- Role of education in society
- Structure of public education
- Educational leadership and school management
- Educational policy and the role of the state
- Preparing teachers to work in rural areas
- Multiculturalism, indigeneity and diversity
- Equity, inclusion and differential impacts of education
- Curriculum and teaching practices
- Early learning and child development
- Sustainability and sustainability education
- Testing, assessment and outcomes of education
- Educational technology in teaching and learning
- Higher, adult and lifelong education
- Globalization and its impacts on education

It is also possible to focus your Directed Study project on a comparative analysis of a specific subject field in the curriculum of primary, secondary, higher or adult education.



Photo of Chongqing, China: Oliver Ren

Chongqing-UBC Higher Education Exchange Scholarship Program

This “global seminar” is an outgrowth of an agreement signed between UBC and the Chongqing Municipal Education Committee in 2014—The *Chongqing-UBC Higher Education Exchange Scholarship Program*—to promote academic exchanges of students and faculty. Southwest University is one of several universities named in this agreement and has a well-regarded Faculty of Education with many similarities to UBC’s Faculty of Education.

The agreement between UBC and the Chongqing Municipal Education Committee provides funding for partial financial support—through UBC’s Go Global office—for students involved in approved exchange programs. This seminar will provide graduate students in UBC’s Faculty of Education with an opportunity to visit Chongqing to learn more about education in China and to carry out a comparative analysis of some aspect of education in China and Canada that reflects their academic interests and focus of their respective graduate programs. The seminar will carry 3 credits via EDST 580—Directed Study.

Please see the Go Global, “Global Seminars” webpage for more information about the Chongqing Seminar and the scholarship that is available to eligible students:

<https://students.ubc.ca/career/international-experiences/global-seminars/comparative-perspectives-education-canada-china>



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Tentative Schedule for the Seminar in Chongqing

- Saturday, May 6—Arrive Chongqing
- Sunday, May 7—Welcome Dinner/Meet and Greet
- Monday-Friday May 8- 12—Week 1
 - Introductions and Orientation to SWU and the Seminar
 - Presentation of Research Project Proposals
 - Overview of Education in China
 - Educational Reform in China: Goals and Progress
 - Effects of Globalization on Chinese Education
 - Debriefing with UBC BEd Secondary Community Field Experience Students
 - Visit to Bilingual School
- Monday-Friday, May 15-19—Week 2
 - Rural Teacher Education in China
 - Diversity and Inclusion in Chinese Education
 - Preparation of Educational Leaders in China
 - Private Education in China
 - Visit to Middle/Secondary School
 - Higher Education Reform in China
- Monday-Friday, May 22-26—Week 3
 - Testing/Assessment in Chinese Education
 - Lifelong Learning/Human Resource Development in China
 - Visit to Training Unit of Manufacturing Company
 - Research Project Presentations
 - Farewell/Thank You Social and Dinner
- Saturday, May 27—Depart Chongqing

Required Textbook

One textbook is required for this course and can be ordered in print or downloaded in *e-book* format. Note that the *e-book* version can be downloaded through the UBC Library via SpringerLINK Ebooks:

Guo, Shibao and Guo, Yan (Eds.). (2016). *Spotlight on China: Chinese education in the globalized world*. Rotterdam: Sense Publishers.
ISBN: 978-94-6300-667-5 (paperback)
ISBN: 978-94-6300-669-9 (*e-book*)

The paperback version can be ordered from <https://www.sensepublishers.com/how-to-order/> and may also be available via Amazon.ca.

A schedule of readings from the textbook will be distributed in April.

Other Required Readings

There will be other required readings related to comparative education research methods and education in China. Students will also be expected to identify additional readings relevant to their individual Directed Study projects.

Registering for the Course

Students cannot register for EDST 580 directly. Students whose applications for the seminar are accepted will be asked to prepare a brief 580 project proposal (see Assignment #1 below) that explains what they intend to do for the seminar's primary assignment. Once this is approved, I will notify EDST's Graduate Program Assistant who will then register each student in the course.

Participation in Seminar Sessions

Seminar participants are expected to attend all scheduled sessions in Chongqing, to come well prepared, and to participate in all discussions, site visits and other scheduled activities. Preparation for sessions includes critically reading the required readings and preparing notes and questions prior to each session. Critical reading means paying attention to the meanings of words and phrases, the author's purpose, and how authors build their argument. It also means paying attention to how you respond emotionally and cognitively to the readings—how do you feel after reading them? What do you agree with and why? What do you disagree with and why? What passages stand out for you and why?

Quality contributions during the seminar are more important than quantity. Contributions to the learning community include respectfully offering your own views; listening respectfully and reflecting upon the views of others; drawing others into the discussion; asking questions for clarification; responding to any conflicts in a mature fashion; having patience with ambiguity and confusion; and communicating any concerns about the seminar to my attention.

Policy Regarding Late Assignments and Absenteeism

All assignments are due on or before the date indicated below. If you cannot meet a deadline, notify me in advance and explain why you are unable to meet the deadline. Negotiate an

appropriate revised due date. Seminar sessions in Chongqing are designed to provide opportunities for students to learn through interaction with various experts and other students. When sessions are missed, this learning is irreplaceable; therefore attendance and participation are important in order to optimize the seminar experience. You should notify me by email in advance if you are unable to attend any sessions of the seminar.

Assessment and Assignments

EDST 580 is a graded Directed Study course. Following are the grading standards of the Department of Educational Studies that will be applied:

A-Level Work (80% to 100%)

- A+ is from 90% to 100%. It is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below.
- A is from 85% to 89%. A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight, and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the instructor.
- is from 80% to 84%. It is awarded for generally high quality performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B-Level Work (68% to 79%)

- This category of achievement is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:
 - one or more significant errors in understanding
 - superficial representation or analysis of key concepts
 - absence of any special initiatives
 - lack of coherent organization or explication of ideas
- The level of B work is judged in accordance with the severity of the difficulties demonstrated.
- B+ is from 76% to 79%
- B is from 72% to 75%
- B- is from 68% to 71%

C-Level Work (60-67%)

- Although “passing,” this level of work contains serious flaws that should have been caught during the preparation of assignments and reflects a lack of attention to detail and to standard academic conventions that is far below expectations for graduate-level work at UBC.
- C+ is from 64% to 67%.
- C is from 60% to 63%.

The Faculty of Graduate and Postdoctoral Studies considers 60% as a minimum passing grade for graduate students. Students should check the *University Calendar* for information on what constitutes “Satisfactory Progress” for masters and doctoral students. In general, a grade of 68% must be maintained to remain in good standing. See the Faculty of Graduate and Postdoctoral Studies section of the *Calendar* for more information:

<https://www.grad.ubc.ca/faculty-staff/policies-procedures/review-assigned-standing>
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0>

Your final mark in the course will be based on the quality of the following:

1. ***Assignment #1 (10% of final mark): Directed Study Project Proposal. Due on or before May 1, 2017.*** Describe what you intend to do for the primary assignment in the seminar (a maximum of 2 double-spaced pages). ***Please submit this as a Word format attachment via email to tom.sork@ubc.ca.*** See below for formatting the file names of all assignments.

The proposal should include:

- The focus/purpose of your proposed project
 - A brief rationale of why you wish to learn more about this aspect of education in China
 - The background knowledge you already possess about this aspect of education in Canada
 - How the project and the seminar fit with your program of study and your academic/career goals.
2. ***Assignment #2 (20% of final mark): World View/Beliefs Essay. Due on May 8, the first day of the seminar.*** Read the following article, reflect on your own “world view” and “beliefs” about education—and any preconceptions you have about education in China—and write a reflective essay (a maximum of 4 double-spaced pages) on their origins and substance. In addition to emailing this to the Seminar Coordinator, please bring it with you to the first seminar session and be prepared to orally summarize it as part of your introduction to other seminar participants.

Tan, C. (2015). Investigator bias and theory-ladenness in cross-cultural research: Insights from Wittgenstein. *Current Issues in Comparative Education*, 18(1), 83-95.

3. **Assignment #3 (50% of final mark): Comparative Research Project. Due on or before Monday, June 12.** This will be a major written paper in which you compare and contrast one element of the education system in Canada and China. It will incorporate what you have learned—through readings, lectures and observation—about Chinese education and what you have learned about comparative education research methods. This project should be consistent with the proposal that was approved by the Seminar Coordinator. If you find part-way through the seminar that your interests have changed substantially from what you originally proposed, please submit to the Seminar Coordinator a revised proposal that includes an explanation of why you decided to pursue a different topic.

Throughout all your written work, be mindful of the worldview and beliefs you hold about education and how these might be influencing your interpretation of readings, lectures and observations.

This project should be between 15-20 double-spaced pages plus references and any appendices you attach.

4. **Participation (20% of final mark).** Full, active participation in this seminar is expected of all students. This will be a unique opportunity to immerse ourselves in Chinese culture while learning about education. Sharing our observations, questions, insights and feelings about the experience is an important part of developing intercultural understanding. We will strive to establish and maintain a comfortable, safe and respectful climate. If any member of the seminar feels disrespected or unsafe, please bring it to the attention of the Seminar Coordinator.

Submitting Assignments, Writing and Referencing

For ease of reading and evaluating, please make all your assignments double spaced, left justified, in a reasonable font size (Times New Roman 12 is a good standard, but you may wish to use other fonts for aesthetic reasons), with 1” margins.

Please submit all assignments electronically as Word documents using the following format for file names: [yourlastname]_580_[assignment#]_[date submitted].

One of the things we value in academic work is understanding how none of us comes to know what we do on our own. As educational scholar Madeleine Grumet (1988) writes about the term “acknowledgment,”

Lodged right in the middle of this term that we extend to honor the people who have influenced and cared for us, is the word ‘knowledge.’ An acknowledgment is an admission. It makes explicit what is tacit, or sometimes denied, in every scholarly monologue: none of us knows alone. (p. ix)

Please acknowledge the people through whose knowledge you have come to know what you do. My main concerns in referencing are a) that you honour other people's ideas and wording, and b) that you are consistent in the way you note your sources. To this end, you may follow a well-known reference format, such as APA, MLA, or Chicago style. Please select one and use it consistently in terms of both "within-text" referencing and in preparing an overall reference list of all sources used.

Disability and Accommodation

If you have a disability that requires accommodation during this seminar, please speak to me or provide me with documentation and recommendations from UBC's Access and Diversity unit (<http://students.ubc.ca/about/access>).

Academic Integrity and Misconduct

The integrity of academic work depends on the honesty of all those who work in this environment and the observance of accepted conventions such as acknowledging the work of others through careful citation of all sources used in your work. Plagiarism—including self-plagiarism—and other forms of academic misconduct are treated as serious offences at UBC, whether committed by faculty, staff or students. You should be aware of the sections of the *University Calendar* that address academic honesty and standards and academic misconduct. (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>).

The UBC Learning Commons also has a useful website on understanding and avoiding plagiarism (<http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>). If you have questions or concerns about any of these policies or conventions in relation to how they apply to the work you do in this course, please discuss them with me.

Availability of the Seminar Coordinator

I will be happy to discuss with you any aspect of the seminar before, during and following our experience in Chongqing. See above for my full contact information. I will be travelling prior to the seminar so the best way to reach me from February 11 onward is via email.

If you do not get a return email from me within 24 hours, please email again. I will be travelling internationally from February until the seminar meets in Chongqing. I will try my best to resolve questions you may have via email. Failing that, we can schedule Skype calls if a real-time conversation is needed. Note that I may be out of email range for a few days here and there prior to the seminar so please be patient if you don't receive an immediate response.