ENGAGING CHINA THROUGH COIL

Latest Practices of China K-12 Online Development and Results of a Pilot Study in the Internationalization of the Chinese Curriculum
Practice and Exploration of Online Education

Pan Xiaofu       Zhenjiang International School, China
2010 --- “To incorporate Online Education into National Program for Action for Education Development and Reform"

2012 --- “10-year National Strategy of Education Informatization"

2013 --- First Year of Online Education Era"

2014 --- Report of Education Informatization in 2014"

- 80% China’s k12 schools connected to Internet;
- 18 million teachers and students are accessible to National On-line Education Platform
Overview of O.E in Zhenjiang City

Yangtze Delta
Review of O.E in Zhenjiang High Schools

- 2009 “Stanford EPGY” in Zhenjiang Foreign Language School,
- 2011 “University Readiness Program” in Zhenjiang International School
- 2012 “Flipped Class -- National Geography” in Zhenjiang International School Grade 10
- 2013 “One Pad” in Zhenjiang No.1 Foreign Language School
- 2014 “Joint URP GEOG Class” with Westchester High School and Binghamton University
Fernando Guzman教授的数学课不仅讲授公式和计算，他的课基本上从初等数学理论到实用展开，大约从数互理解知的计算、小到因子分解的中学方法，到的数意义知识，又点出了普遍智慧。
• Combined Math System for Grade 10 to 12
Joint Community Service Project

• “Research on Protection of Drinkable Water resources”
Vision of On-line Education in Zhenjiang City

*building a bridge, between regions with developed educational resources and less-developed regions to reach out to more students*

- **Bridge**: To connect teachers and students
- **Platform**: To share top educational resources
- **Mechanism**: To train more teachers
- **Technical Improvement**: provide an easy access
Summary

- My Experience: Strong Soul + Powerful Execution = From Dream Into Reality.
- Call for U.S. partners to team up with us to explore more possibilities in on-line Education
University Readiness Program

- Binghamton University, Zhenjiang International School, and Westchester Hebrew High School
- World Regional Geography
- Goals
- Sylvie’s involvement
- Karoline’s involvement
Why World Regional Geography Works as a COIL Course

• Each side of the classroom can present their culture in an interactive and engaging way, to have the other side gain immense perspective.

• Meet twice a week for an hour and then additional hours spent with ZIS students

• Cultural competency expands, globalized learning begins.
Tools

• QQ
  • Encouraged students to make connections prior to the beginning of the course
  • Facilitated collaboration on group projects

• VoiceThread
  • Provided students with an outlet to comment on course material and share their own perspectives
  • Interactive activities
    • Closet inventory – Z Maps
    • Meaning of name

• ZOOM
  • For twice weekly discussion sessions
Educational Differences?

- ZIS students
  - Much more willing to participate in discussions
  - Much more involved in group work
- Binghamton students
  - More engaged than in the past
  - Not as prepared to participate in group work
- WHHS students
  - Engaged, but did not participate fully
- Some topics were viewed differently by the students in Binghamton, WHHS, and ZIS and this brought discussion
Collaborative Projects

Modules
1. Site and Situation
2. Population and Settlement
3. Political
4. Cultural
5. Economic and Business
Course Reflections

• http://youtu.be/aKa1rBl_R0s
Conclusions

• From 2014
• Technology still in the works
• Institutional issues
• ZIS students view course positively; will help future plans for study
• Bing students are split; some see benefits, others see frustrations
• Our thoughts
• Future of course at BU

• 2015 Conclusions
• Technology, especially the use of ZOOM was much improved
• Institutional issues seem to be diminishing
• ZIS students still view course positively
• BU expressed greater satisfaction, but less than ZIS students
• WHHS students split; some see benefits, others felt they were not fully involved
• Future of course