

**ACC 2008 Field Studies Program Description:
Rural Education in China**

1. Goals and Objectives

The overarching goal of the ACC Field Studies Program (FS) is to develop a post study abroad program which will help students further develop their Chinese language proficiency and cultural competency by participating in a series of carefully designed activities, including: intensive language/culture training on education issues, first-hand field experience in rural China, hands-on projects, and face-to-face interaction with local Chinese people.

ACC will work in partnership with its collaborator of 12 years and ACC host institution, Capital University of Economics and Business (CUEB) in Beijing, Sichuan Southwest University of Minority Studies in Chengdu, Sichuan and Hainan Education Ministries, and the Education and Science Society (ESS). In order to accomplish this goal, we have established five programmatic objectives:

- a. Advancing students' language/culture competency from an advanced to a superior level through purposeful language use in different linguistic and cultural contexts
- b. Expanding students' knowledge in global and regional education issues through first hand teaching experiences at day camps in rural China and education conferences/workshops
- c. Developing self-awareness and cognitive and affective changes in students through the sharing of their educational experience with rural villagers, parents, teachers and students
- d. Further strengthening students' commitment to international education and global understanding through different platforms of information dissemination with students, faculty, and local communities in both China and the US
- e. Experimenting with an experience-based post-study abroad model for the field of Chinese language as Foreign Language (CFL)

2. Program Design

This field studies program includes three main phases, each with three components. The following is a summary of the program schedule.

(PHASE I: Pre-departure, Preparation and Materials Collection (Spring, 2008))		
Component I	1/1-2/28	Application and recruitment
Component II	3/1-3/28	Selection, admission and proposal review
Component III	4/1-4/25	Pre-departure preparation and proposal revision I
	4/26-5/20	Collection of media materials and proposal revision II
	5/21-6/5	First draft of the presentation in Chinese (15 slides or more)
PHASE II: Language Training and Rural Field Experience (Summer, 2008)		
Component I	6/19-7/11	Language/culture study & project preparation
◆	June 20	Arrive in Chengdu, Sichuan Province, China
◆	June 21-22	Orientation, proficiency/entrance examination
◆	June 23-July 11	Daily classes, lectures, project presentations, teaching preparation, and tests (detailed information available upon arrival)
Component II	7/12-8/1	Field experiences in rural China
◆	July 12-14	Cultural tour in Hainan Province
◆	July 15	Arrive in Haikuo City, Hainan Province.
◆	July 16-19	Joint conference on Basic Education for Rural Teachers and Students in Haikuo City, sponsored by ESS and Hainan Education Ministry.
◆	July 20-22	Day Camp I at Lingao County, Hainan Province.
◆	July 23	Arrive in Leshan City, Sichuan Province
◆	July 24-27	Joint conference on Basic Education for Rural Teachers, Students and School Administrators sponsored by ESS, Sichuan Education Ministry and Leshan Teachers' College
◆	July 28-30	Day Camp II at Ziyang County, Sichuan Province.

◆ July 31-Aug. 1	Cultural Tour
◆ Aug. 2-4	Travel back to Chengdu or Beijing depending on the availability of the dorms.
Component III	8/4-8/7 Debriefing, reflection, exit examination, and evaluation
PHASE III: Dissemination and Evaluation (fall, 2008)	
Component I	9/10-10/30 Presentation at home institution (once)
Component II	9/10-10/30 Community presentations (elementary and high schools, and public libraries)
Component III	9/1-10/31 Program evaluation and summary

(Note: The schedule is subject to change)

3. Program Description

3.1. Phase I: Pre-departure Preparation and Material Development

Phase I is a preparation phase which consists of three distinctive components, each focusing on one aspect of the program preparation.

Component I: Application and Recruitment (1/1-2/28)

Component II: Selection and Admission (3/1-3/28)

Component III: Pre-departure Preparation and Orientation (4/1-6/5)

The work of Component III includes pre-departure orientation, topic selection for independent projects during field trips, course proposal on three subjects for day camps, and material/information collection for the project and day camp teaching. The presentation topic will be discussed and approved by the faculty advisor before 4/5/08. Material/information collection used for project should be completed by 5/20, and the first draft of the presentation should be sent to the ACC FS coordinator by 6/5 for suggestions and further revision.

3. 2. Phase II: Intensive Language/Culture Training and Rural Field Experience

Component I: Language/culture Study & Project Preparation (6/19-7/11). This stage will include a three-week intensive Chinese language/culture training and field trip preparation, which are an integral part of this program. The purpose of this component is to provide advanced language/culture training through discussions on

education issues in China and purposeful language use in different linguistic and cultural contexts and linguistic preparation for the field trips.

Students will be enrolled in two courses: Chinese 498 and 499, both of which are current ACC courses. Chinese 498 consists of two parts focusing on culture issues of China’s education system and the training of students’ interpersonal, interpretive, and presentational skills. Specifically, students will be trained to comprehend accented Mandarin and to acquire skills of oral interpretation. Chinese 499 focuses on students’ independent projects and teaching practicum.

The daily schedule will be arranged as follows:

Date & Time	Activities
June 21-22	❖ Orientation, entrance examination
June 23-July 11	❖ Language/culture training
Class schedule	Monday-Friday class schedule
8:00-10:00	➤ Chinese 498 I: Issues on China’s education system
11:00-12:00	➤ Chinese 498 II: Advanced oral interpretation and translation
1:30-3:00	➤ Chinese 499: Independent projects and teaching practicum: presentation and report on the project; teaching preparation and practicum
3:00-5:00 (if necessary)	➤ Cultural lectures and group discussions

(Note: The schedule is subject to change)

The first core course offered to students is *Issues on China’s Education System*. The course objectives include: 1) to familiarize students, through readings and media programs, with the educational system in urban and rural China and enable students to compare the educational system in the United States with the system in China; and 2) through different activities, students gain the ability to comprehend accented Mandarin Chinese from different regions and improve their ability to speak Chinese with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics.

Class activities include lectures, individual presentations, group discussions, and debates on contemporary issues in China, China’s educational system, and challenges in elementary and secondary school education. ACC teachers will also create exercises targeted at students’ reading skills at this level. Twice a week, we will invite professors from different institutions to lecture/lead discussions. We will also arrange school visits for students to observe classes and talk with teachers and

students. At the end of each week, one hour or so will be devoted to an achievement test to assess what students have learned.

We will prepare the students for their field work through the course work of Chinese 499. Under the guidance of the program director and individual teachers, students will spend one hour to one and a half hours daily in class preparing for their conference presentation and day camp teaching during their field trips. Students will present a topic of their own choosing relating to their experience in the American educational system.

Course arrangement includes an individual or group meeting with the instructors daily and practice project presentations once a week. There will be three sessions for practice project presentations (with demo lessons, activities, or visual arts):

- 1st round presentation to fellow students and project revision to incorporate fellow students' input
- 2nd round presentation to ACC teachers or a larger audience outside of ACC and project revision to incorporate comments and suggestions
- 3rd round presentation to campus wide audience and final touch on projects

Students' independent project will be evaluated at the end of each week after each round of practice presentations.

Component II: Field Experiences in Rural China (7/12-8/1). The field experience component will last for three weeks and is a vital part of the curriculum. The activities will be mainly arranged through the local provincial education ministry and Education and Science Society (ESS), a NGO volunteer organization with over 25 years of experience working in rural China on education projects and which has organized 38 education conferences in rural China over the past 18 years. Students will join a mainly Chinese-speaking ESS team consisting of education experts, research specialists, and China's master teachers/principals from various cities. The ESS sponsored conferences/workshops will last for four days on each site with four distinctive sessions:

◆ Plenary sessions with experts on education, language or culture issues
◆ Breakout/workshop sessions I –demo lessons presented by master teachers & principals
◆ Breakout/workshop sessions II – best practices shared by local teachers & ACC sessions (there will be 4 blocked sessions, each is 1 hour 30 minutes for ACC students' presentation. Each student will present 30 minutes in his/her panel)

- ◆ Breakout /workshop sessions III – recap, next steps, group activities (rural teachers, students & ACC & students)

Students will travel with the ESS team to two rural day camp sites: Ziyang County in Sichuan Province and Lingao County in Hainan Province. ACC intern students will offer a four-day day camp on each site, teaching up to 5-7 hours on three subjects to 120-150 students who are 5th-7th graders.

Students will have direct contact with the rural children while using Chinese to teach them at the day camp sites. The goals of teaching at day camps do not only focus on math, science, English and others subjects, but also aim to expose Chinese children to a different learning environment and teaching methodology, including effective learning and communication, confidence, collaboration, creative and critical thinking, among others. If possible, the day camp courses will offer Chinese children the experience, through designed activities, of a typical day in an American elementary school. We hope to arrange activities for the FS students to interact with the children's families, observe local cultures, and gain first-hand experience about the life and the educational environments in rural areas.

During the field trips, students will also meet as a group once a week with the Project Director/Faculty Advisor to discuss their experiences. They will keep journals on comparing and contrasting their understanding about China's rural development and education before and after the field trips. They are encouraged to submit their finished report to the local and school newspapers for publication after field trips. Students will also be evaluated by the ESS team members for their participation and performance during the field trips.

Component III: Debriefing, Reflection and Evaluation (8/4-8/7). This stage begins when students return to the ACC FS program site. Students will use one week to engage in dissemination of the information they have learned and debriefing with the faculty advisor through interviews and group discussions. First, with the assistance of a Chinese teacher, students will prepare a presentation that will be given on separate occasions to the local or ACC community. Secondly, individual interviews and debriefing will be conducted by the project director and administrator. An experience sharing session and group discussion will also be scheduled during the week. Thirdly, exit tests will be administered during this week to assess students' language development and cultural knowledge. Lastly, students will begin preparing for one presentation on the topic of their experiences at rural schools in China when they return to America.

3.3 Phase III: Dissemination and Evaluation

Phase III is a follow-up phase which focuses on dissemination and evaluation of the overseas program. After returning to the US, students will be responsible for giving one presentation to their community on their experience in rural China. For those who may not return to the US, a report or article can be submitted to the local newspaper or newsletter in the US for people to read. At the end of October, a final evaluation and survey form will be sent to students again for their feedback of the program.

Upon the satisfactory completion of this last requirement, students will receive a total of two units (eight credit hours) from Hamilton College: one unit for the language/culture course (Chinese 498) and one unit for their completion of the independent project, day camp teaching, community presentations, and full attendance of the program.