

Envisioning Reciprocal Learning Between Canada and China

展望加拿大-中国互惠学习



First Annual Public Conference

首届年度公开研讨会

April 7—8, 2014

2014年4月7-8日

Hosted by:

University of Windsor

温莎大学

Greater Essex County District School Board

雅思郡教育局

Windsor, Ontario, Canada

加拿大 安大略省 温莎市

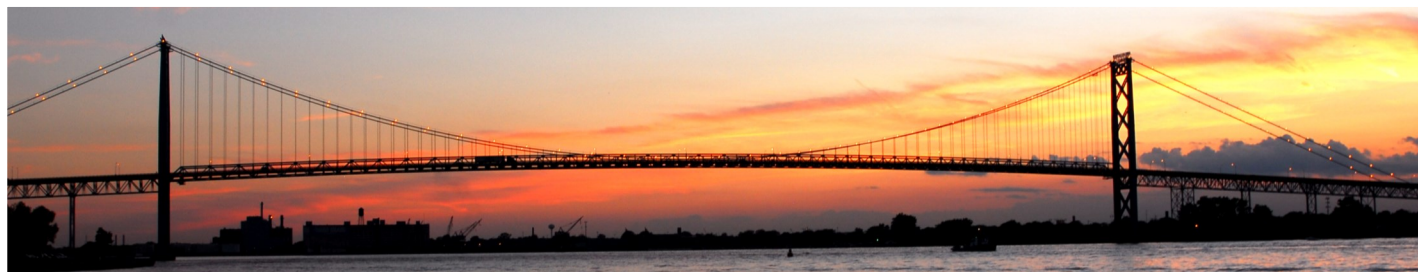


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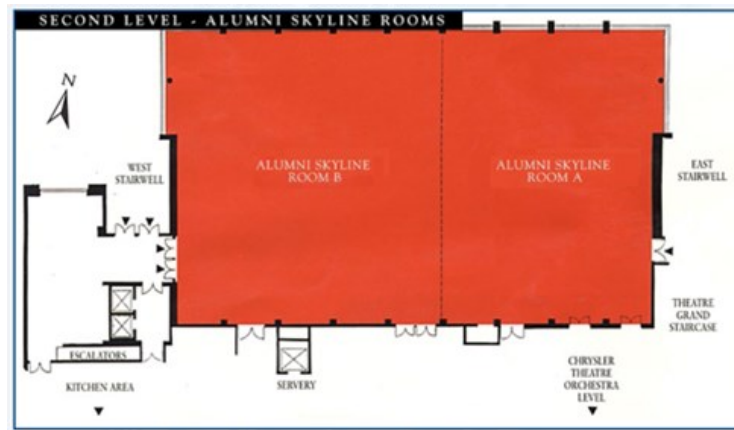
CONFERENCE LOCATION

Monday April 7th

周一 四月七日

Alumni Skyline Room
St. Clair Centre for the Arts
201 Riverside Drive West
Windsor, Ontario, Canada, N9A 5K4

(St. Clair Centre for the Arts is located next door to the Waterfront hotel. Meter street parking or nearby parking garage is available)



Tuesday April 8th

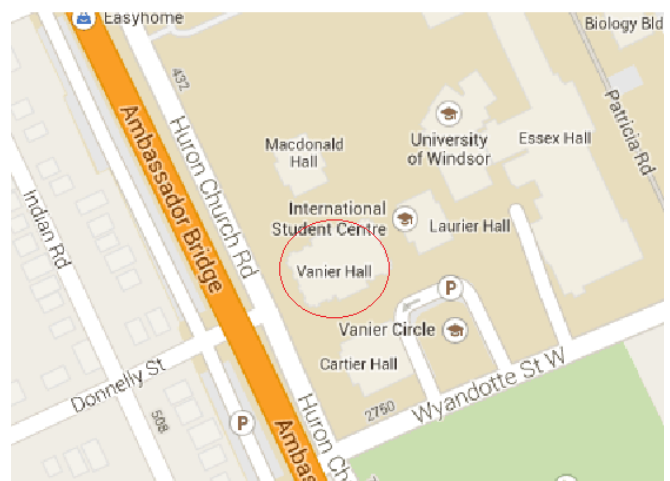
周二 四月八日

Vanier Hall, Winclare A
University of Windsor
401 Sunset Ave, Windsor, Ontario, N9B 3P4

Transportation will be provided from the Waterfront Hotel to the University of Windsor.

School Bus Pick-Up: 7:30am,
Front Entrance, Waterfront Hotel

(Vanier Hall's drive-in entrance is located on Wyandotte. Street meter parking is available on Huron Church Rd, Wyandotte Street. Visitor's Parking is on Sunset Ave south off Wyandotte.)



WELCOME MESSAGE



On behalf of our students, faculty and staff, it is my pleasure to welcome you to the University of Windsor campus for the first Annual General Meeting of the SSHRC Partnership Grant Project. This conference brings together scholars from across the globe who inspire students through education which in turn, shapes our nations and our cultures. We are pleased to have this great opportunity to showcase the important research going on here at the University of Windsor and on an international scale. I know that after spending some time with us, you will come away with a greater appreciation of all that our diverse region has to offer. I want to thank you for contributing to the amazing research being done through the SSHRC partnership project. I wish you the very best of stays in our community.

Dr. Alan Wildeman, President, University of Windsor

Welcome to the First Annual Envisioning Reciprocal Learning between Canada and China Conference! We warmly welcome you to Windsor and thank you for travelling near and far to be here. With continued support and collaboration we are moving towards filling the gaps to better meet the needs of our students in both the East and the West parts of the world. We gather together to share knowledge and experiences and build bridges to deepen our cross-cultural connections. We live in an age when education is at the heart of social policy and public discussion and when education is a world-wide topic. Education is personal, specific and concrete but increasingly this concreteness is shaped by international considerations. China is first among newcomer families and children in Canada. The recent Program for International Student Assessment results (PISA) shows that children in Confucian countries and regions, with Shanghai China leading, top the world in Mathematics, Science and Reading achievements. How different and similar are Chinese Confucian and Western educational systems and practices? What can we reciprocally learn from one another as global concerns come to the fore-front in educational planning and practice? The purpose of this conference is to explore these matters in a way that is informative and makes a difference to parents, students, teachers, teacher educators and other educational professionals. We hope that you will enjoy and engage in this cross-cultural dialogue in education and have a good time in Windsor!

Dr. Shijing Xu, University of Windsor
Dr. Michael Connelly, OISE/University of Toronto

PROJECT-DIRECTORS



SHIJING XU

Dr. Shijing Xu, is Associate Professor at the Faculty of Education, University of Windsor, Canada. She is co-directing the Canada-China Reciprocal Learning Project with Dr. Michael Connelly, a 9-institution partnership funded by the Partnership Grant of Social Science and Humanities Research Council of Canada (SSHRC). Dr. Xu's research interests focus on narrative approaches to intergenerational, bilingual and multicultural education issues and school-family-community connections in cross-cultural curriculum studies and teacher education. Her current research is on the Reciprocal Learning between the East and West. Dr. Xu has held several SSHRC funded projects (Principal Investigator (PI), on Transnational circular migration and reciprocal learning (2008-2012) and Co-PI of the Canada-China sister school network project (2009-2013). She has coordinated the Teacher Education Reciprocal Learning Program between University of Windsor and Southwest University China, funded by the University of Windsor Strategic Priority Fund and supported by Southwest University China, in partnership with the Greater Essex County District School Board.

F. MICHAEL CONNELLY

Dr. Michael Connelly is Professor Emeritus, Ontario Institute for Studies in Education. He was Director of the Canada Project, Second International Science Study, International; Association for the Evaluation of Student Achievement, and Director of the Hong Kong Institute of Education/OISE/UT doctoral program. He wrote policy papers for the Science Teachers Association of Ontario, the Ontario Teachers Federation, the Ontario Ministry of Education, the Government of Egypt, the Queensland Education Authority, UNICEF, the World Bank, and The League of Arab States. He co-drafted the terms of reference for the Egyptian Professional Academy of Teachers, and was UNICEF consultant to The League of Arab States on pan-Arab teacher education and curriculum development. With Dr. Shijing Xu he is co-director of the Social Sciences and Humanities Research Council of Canada project "Reciprocal learning in teacher education and school education between Canada and China".



KEYNOTE SPEAKERS

ST. CLAIR CENTRE, ALUMNI SKYLINE, MONDAY, APRIL 7, 6:30pm



RUTH HAYHOE

Dr. Ruth Hayhoe is a professor at the Ontario Institute for Studies in Education of the University of Toronto. Her professional engagements in Asia have spanned 30 years, including foreign expert at Fudan University (1980-1982), Head of the Cultural Section of the Canadian Embassy in Beijing (1989-1991) and Director of the Hong Kong Institute of Education (1997-2002). Her recent books include *Portraits of 21st Century Chinese Universities: In the Move to Mass Higher Education* (2011) and *Portraits of Influential Chinese Educators* (2006). Honors include Honorary Fellow (University of London Institute of Education 1998), Silver Bauhinia Star (Hong Kong SAR Gov't 2002), Commandeur dans l'ordre des Palmes Académiques (Government of France 2002), Honorary Fellow (CIES 2011) and C J Koh Professor (NIE Singapore 2012).

Education in China's Transformation: The Leading Role of Teachers

No-one could have anticipated the speed and far-reaching consequences of China's economic and social transformation over the past three decades. Considerable attention has been given to the strategic decisions of China's leadership in bringing this about, but education and the work of teachers has been an even more important factor. In this presentation I would like to focus on the concept of the normal university, the teacher and teaching which lies behind this success. The French word *normale* or setting a standard resonates with the Chinese term for teacher education *shifan*, the teacher as a model. At the heart of the teacher's role in Chinese culture has been an interactive relationship with students that makes possible "self-cultivation" or the growth of the whole person – intellectual, moral, spiritual, as children engage with each knowledge area in the curriculum. This will be illustrated by reference to a special issue of *Frontiers of Education in China* on the mission of education which we wish to share with you.

KEYNOTE SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY, APRIL 8, 8:50am

ZONGYI DENG

Dr. Zongyi Deng (Michigan State University) is an associate professor at National Institute of Education, Nanyang Technological University, Singapore. A former associate professor at the University of Hong Kong (HKU), he is currently an honorary research associate with Wah Ching Centre of Research on Education in China, HKU. He is also an executive editor of Journal of Curriculum Studies (JCS), and has recently edited two special issues for JCS with the support of Ian Westbury: *The Practical, Curriculum, Theory and Practice* (2013) and *Confucianism, Modernization and Chinese Pedagogy (Part 2)* (2014, forthcoming). His latest publication is *Globalization and the Singapore Curriculum: From Policy to Classroom* (with S. Gopinathan and Christine Lee; Springer, 2014).



The Singapore educational experience and its relevance for reciprocal learning in education: Learnings and lessons

The remarkable performance of students in international studies like PISA, TIMSS, and PIRLS has placed Singapore's among the high performing education systems in the world. In the international discourse the "secret formula" that helps Singapore's system succeed is explained in terms of teacher quality and qualification, instructional resources, teacher professional development, and educational reform, among other factors. However, lacking in these explanations are a historical perspective and empirical findings that might yield different insights than what have been commonly assumed. In this presentation I provide a brief historical sketch on the development of Singapore's education system which is vital to understanding why the system is a "high performing" one. I next present a body of empirical findings on the nature of curricular and pedagogical practice within the context of educational reform—generated by Center for Research in Pedagogy and Practice (CRPP)—findings that shed light on Singapore's "secret" of top-ranking in international studies. This is followed by a discussion of the paradoxes and dilemmas that have been concealed by PISA's results, and of the problematic nature of PISA results as the prime indicator of a high performing education system. I conclude by addressing the implications of the analysis for reciprocal learning between Singapore and the world.

KEYNOTE SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 12:30pm

ZONGJIE WU



Professor Wu Zongjie is Director of Institute of Cross-Cultural Studies, Zhejiang University, coordinating the research cluster in education and curriculum study. His work is also associated with the Centre for Intangible Cultural Heritage Studies. Dr. Wu's research cuts across multiple disciplines with a focus on cross-cultural discourses. Recently he has been looking beyond institutionalized schooling to seek for Confucian meanings of the learning embedded in pedagogical ritual space. The result of the research was published across various disciplines, especially in education, discourse study, anthropology, heritage study, history, and communication. His transdisciplinary inquiry treats pedagogy as the core to explore the meanings of cultural life. He has collaborated on many heritage related projects, and currently is working as a World Bank consultant for Shandong Confucius Cultural Heritage Conservation Project.

Language, Culture, and Reciprocal Learning in Education

In the late 19th century, a British missionary described Chinese manner of schooling, saying "It has always been the dream of nearly every father in China that when a son is born in the family he shall one day become a scholar". "A millionaire may never be addressed by a title that is given to the poorest scholar in the land, which has been covered with schools without any aid from the State." "The Western method of beginning with such words as 'cat' and 'dog', instead, the Chinese boy of eight or nine begins his literary career with a book that is concerned about a most profound and ethical question." "After endless talk and recommendations and secret investigations into the moral and literary qualifications of a certain scholar, he was engaged for the vacant teacher office." The accounts are inconceivable today even in China, where education is pursued for the sake of wealth, school must be managed by the government, children is treated as immature, and teachers are trained with packages of professional knowledge. By focusing on the cultural discourse of the missionary's accounts and an eight-legged essay of the Imperial Civil Examination of the same time, the present speech is to explore the historical grounds and the mysterious nature of a discourse that enacts such a culture of schooling, continually shaping Chinese mentality to learn from the other. I will make an inquiry of how the modern system of knowledge could be articulated in a language listening to the sages' (Confucius) words, and how the past could be harnessed as a source of meanings for the present innovation? My interest is to seek for an understanding of the cultural relations of reciprocal learning, which hopefully may not lead to a global innovation of curriculum convergence, but embraces diverse and unique versions of curriculum, enlightened by other's way of thinking.

KEYNOTE SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 6:00pm

CHERYL J. CRAIG

Dr. Cheryl J. Craig, is a Professor in the Department of Curriculum and Instruction, College of Education, University of Houston, where she is the Coordinator of Teaching and Teacher Education. Her research niche focuses on the influence of context on teachers' knowledge developments, their communities of knowing and their curriculum making. She is a co-editor of the Association of Teacher Educator Yearbook, Executive Editor of Teachers and Teaching: Theory and Practice and an Associate Editor of Reflective Practice. Craig's research regularly appears in the field's most esteemed journals. In 2011, she was named an American Educational Research Association Fellow. In 2012, she received the Lifetime Achievement Award from Division B (Curriculum Studies), American Educational Research Association.



The American Educational Experience and Its Relevance for Reciprocal Learning in Education: Learnings and Lessons

The United States has a long history of organized school reform. The country is well-known for addressing social as well as academic challenges through its schools. Several metaphors have been used to reflect models of American school reform and to capture teachers' and principals' experiences of it. In this keynote address, Cheryl Craig will present metaphors of school reform culled from the archives of American educational history and from her research program conducted in the fourth largest urban center in the U.S. Focus will be placed on the learnings and lessons that these metaphors contribute to reciprocal learning in education.

PLENARY SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 9:40am

SHIJIAN CHEN



Dr. Shijian Chen is a Professor in the Faculty of Education, and Vice-President of Southwest University, China. He is also Vice President of the Comparative Education Branch of the Chinese Society of Education; Director of the Education Research Association of the Chinese Society of Education; Standing Director of the Professional Curriculum Committee of Education Research Association of the Chinese Society of Education, and Standing Director of the Education Management Branch of the Chinese Association of Higher Education. Chen won the First Prize for "Integrating Academic Culture and Grass-roots Practice; Innovation in the Undergraduate Mode," a Chongqing Teaching Achievement Award (2009); Second Prize for "Constructing Academic Cultural System and Grass-roots Practice Mode: Pioneering New Ways to Develop College Students' Innovative Spirit and Practical Ability," a National Teaching Achievement Award (2009); Third Prize for "Research on School Educational Reform and Teachers' Adaptation," an Outstanding Achievement in the Humanities and Social Sciences of the Ministry of Education(2009).

Reform of the Pre-service and Post-service Integrated System for Teacher Education---Based on Exploration and Practice in Southwest University

Teachers are the base of education and the main force to invigorate the education industry. Therefore, promoting the reform and development of teacher education as well as training qualified professional teachers has become the strategic necessity to carry forward China's policy of revitalizing the country through science, technology and education and strengthening the nation through trained competent personnel, and to realize the Chinese dream. In 2007, China implemented a policy of free education for normal students among the six universities that are directly under the Ministry of Education of China, aiming to train professional and excellent teachers and future educators. This is a major move that China has adopted to acclimate the times' request and implement its strategy of giving the priority to educational development. With a history of normal education over one hundred years, Southwest University accurately grasps the country's policies on education and takes great advantages of the "Construction of the Innovation Platform for Teacher Education" under the national 985 project innovation platform and the state council's pilot project "Construction of the Pre-service and Post-service Integrated System for Teacher Education". To cope with the prominent problem that the pre-service teacher education and the post-service teacher education have been out of line with each other and the institutions involved lack interactions, Southwest University has designed an entire reform of the teacher education system, proposed a new concept of the pre-service and post-service integrated teacher education, and constructed a new integrated system of teacher education with three stages and five levels. Moreover, Southwest University has also established experimentally a new operating mechanism of quaternity (university, government, institute and school, UGIS), created a supportive system with five supports, and realized the reform and innovation of teacher education.

PLENARY SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 10:05am

GERI SALINITRI

Dr. Geri Salinitri is Associate Professor and Associate Dean of the Faculty of Education, University of Windsor. Prior to joining University of Windsor, she was a science teacher and counselor in a secondary school for 27 years. During that time, she received two teaching awards, one at the provincial level and one at the national level -- the Prime Minister's Award for Teaching Excellence in Science, Mathematics, and Technology and the Chemical Institute of Canada's, Bayer Rubber Award for Teaching Excellence in High School Chemistry. Dr. Salinitri's major works include: Investigating Teacher Candidates' Mentoring of Students At risk of Academic Failure: An Experiential Field Model (This program is one of a kind in North America.), and The Effects of Formal Mentoring on the Retention Rates for First Year, Low Achieving Students (2005).



Teacher Education for Reciprocal Learning in a Global Context

Since globalization has contributed to the creation of a “borderless” world, we need to prepare our future teachers to learn, experience and relate through this globalized context. Through our reciprocal program with Southwest University in China, teacher candidates directly experience and engage in this context. Since Ontario's Faculties of Education have been mandated to extend their programs to two years, we at the Faculty of Education have focused on four themes: Pedagogy, Theories of Teaching and Learning; Theories into Practice; Social, Global and Cultural Contexts of Education; and, Independent and Reflective Practice. In this presentation, I will explore the interconnection of our new program and reciprocal program with its contribution in preparing teachers to be globally and culturally literate to maintain a peaceful and enriched “borderless” world.

PLENARY SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 2:00pm



LAN YE

Professor Lan Ye has been a leading professor in East China Normal University (ECNU) for four decades, and currently serves as the honorary director of the Institute of Schooling Reform and Development (ISRD) in ECNU. She's the founder of ISRD and Center on New Basic Education (CNBE). Professor Ye has originated New Basic Education (NBE) and Life-Practice pedagogy. Professor Lan Ye has published many monographs and articles such as *The Primary Exploration on Educational Research Methodology* (1999), *The Examination of Century Problems on Chinese Pedagogy* (2004), and *On The New Basic Education* (2006).

Realizing Teachers' Development in Collaboration Research of School Transitional Reform—Experience from the 20-year-research of New Basic Education (NBE)

Interpretation of the title highlights elements of Teacher development; School transitional reform; New Basic Education (NBE) research; and Collaboration research. The second feature, traditional ways of collaboration research, includes Inner school collaboration research, Jiao Yan Zu, Interschool inspecting class, "open class", Guidance of city or district Jiao Yan Yuan and Collaboration research between U-S. NBE research has made a transitional renewal to traditional ways of collaboration research. Our research inherits the form of collaboration research while renews it in every level and aspect: 1. Proposing the "double being" aim of "being human and being successful in career" 2. Establishing new collaboration relationship and 3. Deep intervention into school practice as research approach. Collaboration research of deep intervention has made great changes in 1. Inter-creation between theory and practice on the basis of symbiotic experience, 2. Multi-level seminar researches inner school, 3. Ecosystem of collaboration inter schools. Lastly, the effects of teacher development in different areas and schools will be highlighted.

PLENARY SPEAKERS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 2:25pm

JIM CUMMINS

Dr. Jim Cummins is a Canada Research Chair in the Department of Curriculum, Teaching and Learning of OISE/University of Toronto. His research focuses on literacy development in multilingual school contexts as well as on school-based strategies for educational improvement. He has served as a consultant on language planning in education to numerous international agencies. His publications include: *Negotiating Identities: Education for Empowerment in a Diverse Society* (California Association for Bilingual Education, 1996, 2001); *Language, Power and Pedagogy: Bilingual Children in the Crossfire* (Multilingual Matters, 2000); *Literacy, Technology, and Diversity: Teaching for Success in Changing Times* (Pearson Education, 2007, with Kristin Brown and Dennis Sayers) and *Identity Texts: The Collaborative Creation of Power in Multilingual Schools* (Trentham Books 2011, with Margaret Early).



Improving Language and Literacy Outcomes for All Students: Intersections between Research, Theory and Policy in Canada and China

The presentation will review Canadian and international data related to determinants of language and literacy achievement in three overlapping contexts: (a) overall population statistics relating to literacy achievement, (b) literacy achievement among students from low socioeconomic backgrounds and (c) literacy achievement among minority groups within particular societies. The empirical evidence relating to determinants of literacy achievement in all three contexts suggests that the promotion of literacy engagement should be a priority for schools, particularly in the case of students from low socioeconomic backgrounds and immigrant students who are learning the language of instruction in school. Additionally, for students from socially marginalized backgrounds (e.g., Canadian First Nations students) whose communities have been subjected to racism and exclusion over generations, it is imperative that instruction focus on integrating literacy engagement with identity-affirming experiences. The research data suggest that these considerations are equally relevant in the case of second language learning (e.g., French in English Canada). In contexts where the target language is not reinforced in the environment outside school, the school must enable students to gain a sufficient foothold in the language to use both written and oral forms of the language in identity-affirming ways in interaction with fluent speakers of the language. Examples of how these goals might be achieved will be discussed.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 10:30am

ANTHONY EZEIFE



Dr. Anthony N. Ezeife (B.Sc., M.A., M.Sc., Ph.D.), is a Professor of Mathematics and Science Education in the Faculty of Education, University of Windsor. A much-travelled educator, Dr. Ezeife has taught, and done extensive cross-cultural research in several countries across the globe. His main research focus is on making mathematics and science culturally relevant and meaningful to learners in general, and in particular, for students of indigenous cultural backgrounds. To this end, he has targeted several mathematics/science studies on Canadian Aboriginal students, Native populations in the USA, and some other at-risk learners in diverse cultures in many continents. These include students in West Africa, parts of Asia, and South America. His current study, the Mathematics-Schema project, is based in Walpole Island, Ontario, where he is working with Anishnabe-speaking First Nations' students.

Injecting culture and the learner's environment into contemporary mathematics education: The complementary roles of the teacher and the learner.

Mathematics phobia with its attendant malaise – low enrolment in mathematics and related fields of study – has remained an unflattering state of affairs in high school education in many parts of the world for several decades (Ezeife, 2011). In the decade of the eighties, the National Research Council succinctly capped the situation when it lamented in its report, as follows: “Mathematics is the worst curricular villain in driving students to failure in school. When math acts a filter, it not only filters students out of careers, but frequently out of school itself” (1989, p. 7). Over the years, various authors and researchers in different regions of the world have repeatedly drawn attention to the relatively low enrolment, difficulties experienced by learners, poor performance in examinations, and high dropout rates of high school students in mathematics, science, and other technologically oriented fields (Friesen & Ezeife, 2009; Lauangrath & Vilaythong, 2010; Ezeife, 2011; amongst others). Many of these authors/researchers have called for a re-orientation in curriculum development programs, and a re-direction in classroom implementation procedures and practices – with a view to making mathematics teaching and learning meaningful and relevant to the learners, especially at-risk students from minority and indigenous cultural backgrounds. The suggested re-orientation/re-direction – with far-reaching implications for the teacher and the learner – are dwelt upon in this paper which discusses a culture-sensitive, environmentally sourced mathematics education program targeted on young Canadian Aboriginal students.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 10:45am

DOUGLAS McDOUGALL

Dr. Douglas McDougall is a Professor of Mathematics Education and Chair in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. He conducts research in mathematics education, particularly in school improvement in elementary and secondary school mathematics. He investigates the use of the Ten Dimensions of Mathematics Education framework in assisting principals and teachers to improve mathematics instruction and student achievement. He has written a number of books including "School Mathematics Improvement Leadership Handbook" and "Mathematics every elementary teacher should know". He is a former president of the Psychology of Mathematics Education, North American Chapter (PME-NA). He has presented in China, North America, Europe and Cuba.



A Conceptual Framework for Improving Teacher Practice

In this panel discussion, Dr. McDougall will focus on the skills and knowledge of mathematics needed to be a successful and contributing citizen in a globalized context. He will discuss some of the current findings from international large-scale exams such as PISA and TIMSS. He will also provide a framework for teachers and administrators to help focus their attention on the issues of teaching and learning mathematics across countries.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 11:00am

YIBING LIU



Dr. Yibing LIU is a professor of adult & teacher education and the Dean at Teacher Education College of Southwest University. With his doctorate training from both China and Canada, Dr. Liu has established strong academic interests in multicultural and international education research. He has fulfilled many projects sponsored by governmental or non-government organizations, such as Research on Innovative Functional Literacy For Rural Ethnic Minorities in China (the Ford Foundation, US, 2002-2004); Functional Literacy Material Development for Out-of -School Children in China (UNICEF,2002-2003); Bilingual Literacy for Ethnic Group's Comprehensive Development--A Pilot Project for Lahu Nationality's Innovative Practices in China (UNESCO,2003); UK-China Southwest Basic Education Project (DFID,UK, 2005-2009); the Comparative Study of Balancing Urban and Rural Education Development in Europe and America (Ministry of Education of China, 2012-2014). The positions and honors he held include Director of the Training Center for Teachers of Higher Education Institutions in Southwest China, Deputy Director of the National Centre of Research and Training for Literacy Education, and won the National Award for Excellence in Teacher Education Field (the Ministry of Education of China). His recent publications focus on teacher professional development, teacher education policy, and teacher education curriculum development.

Policies on Teacher Education in China: Trends and Issues

Major shifts in China's education policies have occurred over the last ten years. Education has been a critical factor in attaining national prosperity and people's well-being; great significance has been attached on achieving equality in education by reform and adjustment to remove or diminish institutional and mechanisms barriers; many educational innovation programs on promoting rural education and training expert teachers have been implemented. Governments and education institutions have also adopted a series of significant reform measures in teacher education:

1. Establish a new teacher education institution with emphasis on teacher education curriculum standards and teacher professional standards;
2. Create a more integrated and systematic regulatory system for teachers' pre-service education, induction training, and after-service development, based on the idea of life-long learning and rules of education;
3. Build a social-ecological system for improving quality of teachers, other than invest on school infrastructure construction.
4. Transfer from focusing on teachers' performance in achieving national curriculum objectives and text-book contents requirements to understanding students and promoting students development.
5. Call for more efforts to promote teachers' professionalism, with a particular focus on teachers' professional faith, ethics, morality, social responsibility, practical wisdom and experiences. Understand teachers' "life world", improve and enhance teachers' professional happiness and productivity, and stimulate teachers' inner motivation in professional development.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 2:50pm

DONNA QUAN

Ms. Donna Quan is the Director of Education and Secretary-Treasurer of the Toronto District School Board (TDSB). Her leadership guides the district for 260,000 Kindergarten to Grade 12 students and 39,000 full and part-time staff members. Ms. Quan brings 28 years of educational experience to her current role. Donna has held a number of senior positions within the TDSB, including Deputy Director Academic with responsibilities for Equity & Inclusive Schools, Teaching & Learning, Special Education, Professional Support Services, Organizational Development & Research, Caring and Safe Schools, Alternative Programs, School Improvement and Inner City Programming. In the year ahead, Donna's Years of Action plan includes working with all senior staff across the district to strengthen policies and programs in support of improving societal and life outcomes for all students, which includes emotional, intellectual and physical health and well-being, academic achievement, gender and lifestyle equality, along with peace and human security and environmental health.



INTERNATIONALIZATION – OUR FUTURE

The effort of one impacts the voices of many. The efforts of many impact the success of one. As the shift towards global literacies enters more visibly into all instructional practices and socialization of students, it is clear that appreciation and value for internationalization is everyone's future. Today and tomorrow's efforts towards intercultural knowledge and ethical global citizenship belong to all of us. One district's efforts impacts another's across continents. This discussion will focus on how the largest and one of the most diverse education systems in the world is meeting the challenges of tomorrow's complex, highly interconnected global marketplace through the development of global and cultural competencies in students and staff and strong international outreach and partnerships. From international students, international language studies, overseas camps and programs, partnership agreements and sister schools to student and educator exchanges and a bold new internationalization strategy, The Toronto District School Board embraces Internationalization – Our Future. What are the steps towards sustaining an Internationalization Strategy and why does this matter? This discussion belongs to all of us.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 3:05pm

YUN-PENG MA



Dr. Ma Yunpeng is a professor at the Faculty of Education of Northeast Normal University (NENU). He holds a Ph.D Degree from The Chinese University of Hong Kong (1996-1999). His professional career in education has been more than 30 years, from the Vice Principal of Affiliated School at NENU to professor and the Dean of Faculty of Education of NENU (2000-2012). His main publications include “Teacher Receptivity to System-wide Curriculum Reform in the Initiation Stage: a Chinese Perspective” in *Asia Pacific Education* (2009). “Chinese Primary School Mathematics Teachers Working in a Centralized Curriculum System: a Case study of Two Primary Schools in North-East China” in *Compare* (2006). “The Development and Application for Measurement of Teacher Knowledge” in *Education Research* (2010). “Primary School Mathematics Curriculum and Instruction” by People’s Education Press China (2012).

Study on Core Content Classroom Teaching in Primary Mathematics

There are abundant of discussion around studies on classroom teaching in primary mathematics. Meanwhile, a series of analysis framework has already been set up. But some of the observation and analysis framework pay much attention to the process or surface of teaching, rather than the understanding of mathematics’ nature. This study tried to construct a framework, which could emphasize on the core content of the subject and comprehensively cover the particular content of teaching strategy and methods in mathematics. Based on this framework, we analyzed two lessons which are the same topic but different structure. Reflection was made from two aspects, one was about the study on framework of analyzing primary mathematics teaching, and the other was about the study based on the subject core content teaching. These would supply an overall and essential view to study primary mathematics teaching in-depth.

PLENARY PANELISTS

UWINDSOR, VANIER HALL, WINCLARE A, TUESDAY APRIL 8, 3:20pm

CLARA HOWITT

Dr. Howitt has been a proud educator for 20 years and has served the role of teacher, elementary administrator, system Principal and now Superintendent. Currently she holds the position of Superintendent of Education, Program and Professional Learning at the Greater Essex County District School Board, Windsor, Ontario, Canada. Her responsibilities include overseeing the operation of Kennedy and Harrow Families of Schools, and leading and supporting system curriculum development and professional learning and leadership toward providing learning opportunities which support, challenge and inspire all learners. Dr. Howitt's particular areas of interest and expertise include change theory, research and program evaluation, leadership development and cognitive theory. Dr. Howitt is also the proud mother of two daughters, Giorgia, 9, and Caroline, 6. She and her husband Richard enjoy family time and creating wonderful experiences and memories with their children and extended families.



Our Journey to Date and Next Steps in Building the Bridges in Our Partnership Between Easter and Western Educational Systems

Dr. Howitt will provide an overview of the journey to date in the partnership between the University of Windsor and Southwest China University Reciprocal Learning Program and the Greater Essex County District School Board. Acknowledgements of what has been learned and future potential will be explored to leverage the partnership and deepen possibilities for strengthening relationships and learning for all involved. Collaboration and a growth mindset are essential.

2014 CONFERENCE AGENDA

Alumni Skyline Room, St. Clair Centre for the Arts | April 7 2014

1:00 pm	Registration (main foyer St. Clair Centre)	下午1:00	大会注册登记
1:30 pm	Walkerville High School—Student Quartet	下午1:30	Walkerville 中学室内乐团演奏
2:00 pm	Welcome! Canada & Chinese National Anthem Master of Ceremony: Scott Scantlebury	下午2:00	Scott Scantlebury 主持欢迎仪式 – 奏加拿大和中国国歌
2:10 pm	Introductory Remarks: Dr. Alan Wildeman, President, University of Windsor	下午2:10	温莎大学校长Alan Wildeman 博士作开幕讲话
2:20 pm	WCCA Vocal Presentation	下午2:20	WCCA 歌唱演出
2:30 pm	Welcome and Opening Remarks Erin Kelly, Director of Education GECDSB	下午2:30	雅思郡教育局局长Erin Kelly女士 致开幕辞
Great Essex County District School Board Presentations			雅思郡教育局讲座
2:45 pm	Learning Models in the GECDSB “Keeping the Student at the Core of Learning” Dr. Clara Howitt, Superintendent, GECDSB Brenda DelDuca, Special Assignment Teacher	下午2:45	雅思郡教育局学习模式 “以学生为重点的学习” Clara Howitt 博士, 雅思郡教育局学监 Brenda DelDuca, 特别任务教师
3:00 pm	Technology at the Point of Instruction to support Teaching and Learning” John Howitt, Superintendent, GECDSB Chris Knight, Teacher Consultant	下午3:00	“支持教学的教育技术” John Howitt, 雅思郡教育局学监 Chris Knight, 教师顾问
3:15 pm	“The Student Success Model— Creating Pathways to Learning and Life” Angela Ciarlariello-Bondy, Teacher Consultant Lauren Segadin, Special Assignment Teacher	下午3:15	“论学生成功之道— 引领生活和学习” Angela Ciarlariello-Bondy, 教师顾问 Lauren Segadin, 特别任务教师
3:30 pm	Tea Break—Music by WCCA Instrumental Group	下午3:30	茶歇
3:45 pm	“Outdoor Education, Community Partnership and Character Education “ Fouada Hamzeh & Mike Lilley, Teacher Consultants	下午3:45	“户外教育: 社区合作和个性化教育” Fouada Hamzeh and Mike Lilley, 教师顾问
4:00 pm	Special Education Programs-Learning for All Lynn McLaughlin, Superintendent, GECDSB Vicki Houston, Supervising Principal	下午4:00	特殊教育 — 全体公民的学习 Lynn McLaughlin, 雅思郡教育局学监 Vicki Houston, 督导校长
4:15 pm	“French Immersion and ESL GECDSB Programs and Learning Opportunities” David Joseph, Teacher Consultant	下午4:15	法语浸入式和英语第二 语言教育在雅思郡教育局的学习机会 David Joseph, 教师顾问
4:30 pm	Celebrating Diversity Rachel Olivero, Diversity Officer	下午4:30	“庆贺多元化” Rachel Olivero, 多元化官员
4:45 pm	“Full Day Kindergarten—Meeting the needs of our Youngest Learners” Lisa Cranston, Teacher Consultant	下午4:45	“全日制幼儿园教育 – 满足幼儿学习者的需求” Lisa Cranston, 教师顾问
5:00 pm	Panel—Reciprocal Learning Lessons and Gifts from Canadian Perspectives Chris Mills, Clayton Callow, Kristie Sweet, Debra Laforet, Angela Miloyevich. Dr. Terry Sefton, Dr. Glenn Rideout, Dr. Jonathon Bayley	下午5:00	从加拿大角度看互惠学习: 教训和收获 讲座组成员: 五位校长: Chris Mills, Clayton Callow, Kristie Sweet, Debra Laforet, Angela Miloyevich, 和三位教授: Jonathan Bayley 博士, Glenn Rideout 博士, Terry Sefton 博士
6:30 pm	President’s Reception, Banquet & Keynote Speech Dr. Alan Wildeman, President, UWindsor Dr. Michael Siu, VP Research & Innovation, UWindsor KEYNOTE SPEAKER: Dr. Ruth Hayhoe University of Toronto, OISE Education in China’s Transformation: The Leading Role of Teachers	下午6:30	温莎大学校长晚宴和大会主题报告 Alan Wildeman 博士, 温莎大学校长 Michael Siu 博士, 温莎研究和创新副校长 大会主题演讲人: 许美德博士, 多伦多大学安大略教育研究院, 香港教育学院名誉校长 中国变革中的教育: 教师的领军角色

2014 CONFERENCE AGENDA

Winclare A, Vanier Hall, University of Windsor | April 8 2014

Breakfast and Welcome Remarks:

- 8:00am Dr. Michael Siu, Vice President for
Research & Innovation, University of Windsor
- 8:10 am Dr. Karen Roland, Acting Dean,
Faculty of Education, University of Windsor
- 8:15 am Dr. Zahra Bhanji, OISE/ UT, Director of
Research, International Knowledge & Mobilization
- 8:20 am Ms. Mary Jean Gallagher, Assistant Deputy
Minister, Ontario Ministry of Education
- 8:35 am Dr. Shijing Xu, Faculty of Education, UWindsor
Dr. Michael Connelly, OISE, University of Toronto
- Reciprocal Learning in Education: Canada and China**

Morning Keynote Speech

- 8:50 am Dr. Clara Howitt, Superintendent GECDSD
introduces
- Keynote Speaker: Dr. Zongyi Deng -**
National Institute of Education,
Nanyang Technological University, Singapore
- The Singapore Educational Experience and Its
Relevance for Reciprocal Learning in
Education: Learnings and Lessons***

Plenary Panel 1

The Teachers We Need for Reciprocal Learning in a Globalized Context

- Chair: Dr. Karen Roland, Acting Dean,
Faculty of Education, UWindsor

Plenary Speakers:

- 9:40 am Dr. Shijian Chen - Vice President,
Southwest University
- 10:05am Dr. Geri Salinitri - Associate Dean,
Faculty of Education, UWindsor

Plenary Panelists:

- 10:30 am Dr. Anthony Ezeife - Professor, Faculty of
Education, University of Windsor
- 10:45 am Dr. Doug McDougall - Chair, Curriculum,
Teaching & Learning, OISE/UT
- 11:00am Dr. Yibing Liu - Dean, College of Teacher
Education, Southwest University

11:15 am **Tea Break**

早餐会 欢迎致辞:

- 上午8:00 Michael Siu 博士, 温莎大学科研副校长
- 上午8:10 Karen Roland 博士
温莎大学教育学院代理院长
- 上午 8:15 Zahra Bhanji 博士
多伦多大学/安大略教育研究院,
科研国际事务和知识动员主任
- 上午 8:20 Mary Jean Gallagher女士
安大略省教育部副部长
- 上午 8:35 许世静博士, 温莎大学教育学院
- Michael Connelly 博士
多伦多大学安大略教育研究院
- 教育中的互惠学习: 加拿大与中国**

- 大会主题报告:** 主持人: Clara Howitt 博士, 雅思郡学监
- 上午8:50 主讲人: 邓宗怡博士
新加坡南洋理工大学国立教育研究院
- 新加坡教育经验及其对教育中互惠学习的意义:
学习与教训**

大会专题研讨会 1

在全球化背景下的互惠学习我们需要的教师

- 主持人: Karan Roland 博士
温莎大学教育学院代理院长

大会专题主讲人

- 上午 9:40 陈时见博士, 西南大学副校长
- 上午 10:05 Geri Salinitri 博士,
温莎大学教育学院副院长

大会专题组成员:

- 上午10:30 Anthony Ezeife博士
温莎大学教育学院教授
- 上午 10:45 Doug McDougall博士
多伦多大学安大略教育研究院, 课程与
教学系主任
- 上午 11:00 刘义兵博士
西南大学教师教育学院院长

上午11:15 茶歇

2014 CONFERENCE AGENDA

University of Windsor | April 8 2014

Concurrent 1: Vanier Hall, Oakroom

“Towards Equity in Math and Science Education: The Role of Gender, Culture and Language”

Chair: Dr. George Zhou, University of Windsor

- 11:20am **Atinuke Adeyemi:** Exploring Hindrances Experienced by Female Students in the Pursuit of Mathematics and Physics at the Post-Secondary Level.
- 11:35am **Zhaoyun Wang:** How do Canadian and Chinese teachers teach fractions?
- 11:50am **Sijia Cynthia Zhu:** Motivating Adolescent English Language Learners to Study Science.
- 12:05pm **Yuanrong Li:** Exploitation and Utilization of Scientific Curriculum Resources of Local Situations

Concurrent 2: Laurier Hall, International Student Room 204

“Looking through a Policy Lens: Textbooks, Pedagogy, and Teacher Education”

Chair: Dr. Jonathan Bayley, UWindsor

- 11:20am **Wancen Liu:** Understanding present school art education in China through analyzing the development of national policies related to art education and national visual art textbooks.
- 11:35am **Kien Luu:** How Do School Leaders Perceive Their Principal Preparation Training In Hong Kong and Ontario?
- 11:50am **Na Wu:** The Implementation of National Teacher Professional Standards in China: A Case Study of Qingyang District Teacher Professional Standards.
- 12:05pm **Ying Li:** Research on the Policy of Free Normal Education in China

Concurrent 3: Vanier Hall, Katzman Lounge

“Changes, Innovations and Challenges In Language Education”

Chair: Dr. Luxin Yang, Beijing Foreign Studies University

- 11:20am **Zheng Zhang:** Intended Literacy Curriculum at a Canadian Transnational Education Program in China.
- 11:35am **Ying Chen:** Book Clubs—An Innovation of Literacy Instruction in Secondary Schools.
- 11:50am **Xuan Nguyen:** Language maintenance in Vietnamese immigrant families: the parents' narratives.
- 12:05pm **Stephen Bahry & Jia Luo:** Canadian-Chinese Reciprocal Collaboration on Linguistic and Cultural Diversity in Education

并行会议

第一讨论组: Vanier Hall, Oakroom

“追求平等的数学与自然科学教育:

审视性别、文化与语言的角色”

主持人: 周国强博士, 温莎大学

- 上午11:20 探讨女学生在高等教育阶段数学与物理学学位学习中遇到的困难
- 上午11:35 加拿大和美国老师们是怎样教分数的?
- 上午11:50 激励青少年英语学习者学习自然科学
- 下午12:05 基于本土的科学课程资源的开发与利用

第二讨论组: Laurier Hall, International Student Room 204

“从教育政策的视角出发: 课本、教学法和教师教育”

主持人: Jonathan Bayley 博士, 温莎大学

- 上午11:20 通过分析与艺术教育相关的国家政策和视觉艺术课本来理解中国艺术教育的现状
- 上午11:35 学校领导者们如何看待他们在香港和安大略参加的校长培训?
- 上午11:50 中国国家教师专业标准的实施: 关于青羊区教师专业标准的个案研究
- 下午12:05 中国免费师范生教育政策研究

第三讨论组: Vanier Hall, Katzman Lounge

“语言教育中的变化、革新与挑战”

主持人: 杨鲁新博士, 北京外国语大学

- 上午11:20 加拿大在中国开展的跨国教育项目中的识字课程
- 上午11:35 读书俱乐部——对中学读书教学的改革
- 上午11:50 越南移民家庭中的语言保持: 对家长的叙事研究
- 下午12:05 加拿大与中国在教育领域语言和文化多样性方面的互惠合作

2014 CONFERENCE AGENDA

Winclare A, Vanier Hall, University of Windsor | April 8 2014

12:30 pm **Faculty of Education University of Windsor Lunch with Keynote Speech:**

Chris Bolton, Chair, TDSB introduces

Keynote Speaker: Dr. Zongjie Wu
Director, Institute of Cross-Cultural Studies, Zhejiang University
Language, Culture, and Reciprocal Learning In Education

Plenary Panel 2: School Programs We Need for Reciprocal Learning in a Globalized Context

Chair: Dr. Geri Salinitri, Associate Dean, Faculty of Education, University of Windsor

Plenary Speakers:

2:00 pm Prof. Lan Ye - Founding Director, Institute of Basic Education Reform and Development, East China Normal University

Teachers Coming of Age in the Collaborative Research Underpinning School Transformation: 20 years' New Basic Education Research in China

2:25 pm Dr. Jim Cummins - Canada Research Chair, Centre for Educational Research in Languages and Literacies, OISE/UT
Improving Language and Literacy Outcomes for All Students: Intersections between Research, Theory and Policy in Canada and China

Plenary Panelists:

2:50 pm Ms. Donna Quan - Director, Toronto District School Board

3:05pm Dr. Yunpeng Ma - Professor, Faculty of Education, Northeast Normal University

3:20 pm Dr. Clara Howitt - Superintendent, Greater Essex County District School Board

3:35 pm **Tea Break**

Concurrent 4: Vanier Hall, Oakroom

"Teachers as an Innovative Force in Building Learning Communities"

Chair: Dr. Yibin Liu, Southwest University

3:45pm **Ying Chen:** Innovating Teacher Education: Building Learning Communities.

4:00pm **Xuefeng Huang:** The Characteristics of International Baccalaureate Teachers: From teachers' and students' perspectives.

4:15pm **Ju Huang:** A Narrative Inquiry into Chinese Pre-Service Teacher Education and Induction in West China .

4:30pm **Fouada Hamzeh:** Lesson-Study—Building Communities of Learning Among Pre-Service Teachers.

4:45pm **Peng Liu:** Chinese Teacher's Perspectives on Teachers' Commitment to Change

下午12:30 **温莎大学教育学院午餐会：大会主题报告**

主持人：Chris Bolton, 多伦多教委理事

大会主题演讲人：吴宗杰博士，
浙江大学跨文化研究所所长
语言、文化与教育中的互惠学习

大会专题研讨会 2

在全球化背景下的互惠学习我们需要的学校课程

主持人：Geri Salinitri博士，温莎大学教育学院副院长

大会专题发言人：

下午2:00 叶澜教授，华东师范大学基础教育学
发展研究所首任所长
在学校转型性变革合作研究中促进教师
发展---来自中国20年“新基础教育”
研究的经验

下午2:25 Jim Cummins博士，多伦多大学安大略教
育研究院现代语言中心 加拿大首席
研究教授提高学生的语言和读写水平：
论中加两国在研究、理论、
政策方面的共通点

大会专题组成员

下午2:50 Donna Quan 女士，多伦多教育局局长

下午3:05 马云鹏博士，东北师范大学教育学院教授

下午3:20 Clara Howitt 博士，雅思郡教育局学监

下午3:35 茶歇

下午3:45 并行会议

第四讨论组：教师作为构建学习型组织的一股变革力量

主持人：刘义兵教授，西南大学

下午3:45 改革教师教育：构建学习型组织

下午4:00 通过跨文化教师发展对中国西部职前教
师到新教师入职阶段的叙事探究

下午4:30 授业研究——为职前教师构建学习型组织

下午4:45 中国教师对于自身所承担的变革使命
的看法

2014 CONFERENCE AGENDA

University of Windsor | April 8 2014

Concurrent 5: Laurier Hall, International Student Room 204

“The Impact of Culture and Philosophy on Education Exchange”

- Chair: Dr. Ruth Hayhoe, OISE
- 3:45pm **Liang Zhao:** The Resurrection of Classical Education in Public Schools in China: A Case Study.
- 4:00pm **Yan-jie Chi:** Impact of Cultural Tradition on Basic Education in China.
- 4:15pm **Minghua Wang:** Narratives of Canadian Pre-Service Teacher Candidates' Cross-Cultural School Visit in China
- 4:30pm **Qingju Pang:** Teacher as Learner: from Confucius till NBE-er.
- 4:45pm **Yuhua Bu:** Reciprocal Learning Between Chinese and Canadian Sister Schools in Cross-cultural Communication: Progress and Thoughts.

Concurrent 6: Vanier Hall, Katzman Lounge

“Transnationalism as a Context for Education and Knowledge Exchange”

- Chair: Dr. Zuochen Zhang, University of Windsor
- 3:45pm **Noel Hurley:** Transitional experiences of Chinese students to graduate study at a Canadian University within a social, political, cultural, and linguistic context.
- 4:00pm **Roger Saul:** Educational Values in Conversation: An Essay on Teaching and Learning with Chinese Graduate Students in Canada.
- 4:15pm **Vanessa Sperduti:** Global Education in the shifting classroom: Refocusing the teacher lens through study abroad.
- 4:30pm **Barbara Pollard:** Critical Pedagogy: Creating a Safe Space for Crossing Cultural Borders.
- 5:30 pm **Break**
- 6:00 pm **Provost's Banquet with Keynote Speech,**
Dr. Bob Orr, Acting Provost and Vice President-Academic, University of Windsor
Dr. Clayton Smith, Vice-Provost, Students and International, University of Windsor
Speaker: Dr. Cheryl Craig - Fellow, American Education Research Association, College of Education, University of Houston
The American Educational Experience and Its Relevance for Reciprocal Learning in Education: Learnings and Lessons

第五讨论组: “文化与哲学对教育交流的影响”

主持人: 许美德教授, 多伦多大学安大略教育研究院

- 下午3:45 经典教育在中国公立学校中的复兴: 一项个案研究
- 下午4:00 文化传统对中国基础教育的影响
- 下午4:15 加拿大职前教师对在中国参加的跨文化学校参观活动的叙事
- 下午4:30 作为学习者的教师:
从儒家到新基础教育的遵从者
- 下午4:45 在跨文化交流中中国与加拿大姊妹校之间的互惠学习: 一些进展与思考

第六讨论组: “作为教育与知识交流情境的跨国主义”

主持人: 张佐臣教授, 温莎大学

- 下午3:45 在一个社会、政治、文化和语言情境下中国学生在加拿大大学研究生学习过程中的跨国经历
- 下午4:00 话语中的教育价值:
关于中国研究生在加拿大教学与学的一篇文章
- 下午4:15 在不断变化的教室中的全球教育:
通过出国访问学习再聚焦教师的观点
- 下午4:30 音乐文化教育: 两所多伦多学校的个案研究
- 下午4:45 批判教育学:
创建文化跨越边界的安全空间
- 下午5:30 **休息**
- 下午6:00 **温莎大学教务长晚宴和大会主题报告**
Bob Orr 博士,
温莎大学代理教务长及学术副校长
Clayton Smith博士
温莎大学副教务长主管学生和国际事务

大会主题演讲人: Cheryl Craig 博士

美国教育研究会董事
休斯顿大学教育学院教授
美国教育经验及其对教育中互惠学习的意义: 学习与教训

ACKNOWLEDGMENTS

Thank you for the continued support!

Greater Essex County District School Board
Office of the President, University of Windsor
Office of the Provost and Vice President-Academic, University of Windsor
Office of the Vice-Provost, Students and International, University of Windsor
Office of the Vice-President of Research and Innovation, University of Windsor
Office of Research and Innovation Services, University of Windsor
Faculty of Education, University of Windsor



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FOR STUDIES IN EDUCATION



Social Sciences and Humanities
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Canada

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 1

ATINUKE ADEYEMI

University of Windsor

Exploring Hindrances Experienced by Female Students in the Pursuit of Mathematics and Physics at the Post-Secondary Level

In North America, female students continue to be underrepresented in mathematics-related disciplines, such as mathematics and physics. However, they are well represented in other disciplines, such as social, health, and behavioural sciences as well as elementary education. This situation raises concerns as females may not have the chance to involve in one of the highly promising areas of the North American economy. Therefore, the possible hindrances that could further reduce their participation in mathematics-related disciplines need to be addressed. This study investigated the barriers that are encountered by undergraduate female students in their pursuits of mathematics-related disciplines and how these barriers are overcome. Data were collected through interviews and a focus group meeting with female students from Mathematics and Physics departments at a University in Southern Ontario. The findings revealed that inadequate teaching methods and lack of social interaction/feelings of solitude are barriers encountered by these females, and that they overcome them with self-reliance and strong self-belief. Comparisons of these results with the findings from research that examined these obstacles among Chinese female students in mathematics-related fields are discussed. Recommendations on ways to support females in mathematics-related fields and workplace are provided.

ZHAOYUN WANG

Ontario Institute for Studies in Education

How do Canadian and Chinese teachers teach fractions?

There are many cross-national studies comparing teachers and teaching in China and the United States

(Wang & Paine, 2003). Because there exist many similarities between the US and Canadian educational systems, some similar conclusions can be made about what happens in these classrooms. This is more likely to be true in provinces, like Ontario, who have adopted similar values and topics from the National Council of Teachers of Mathematics guidelines and documents

Canada focus on fractions teaching and learning, but there is currently very little research comparing Canadian and Chinese mathematics teaching and learning practice. This study will examine the middle school classroom teaching and learning in both China and Canada. It will focus on fraction operations.

The participants are experienced teachers in both countries. The study will examine lesson design, classroom teaching, and identifying students' misconceptions. The findings will show that some differences and similarities exist, particularly in the types of questions posed and the styles of communicating with students. The results will provide mathematics teachers in both countries with additional strategies for teaching fraction operations in elementary school classrooms.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 1

SIJIA CYNTHIA ZHU

**Ontario Institute for Studies in Education
Motivating Adolescent English Language Learners
to Study Science**

Chinese immigrants make up 21.1% of Canada's visible minority population and 31.1% of those Chinese immigrants living in the Greater Vancouver Area (Statistics Canada, 2011). Adolescent English Language Learners (AELL) from these families make up a large part of secondary school classrooms in Vancouver, Richmond, and West Vancouver, thus, it has become increasingly important for teachers to be able to engage students in science course content even though many of these students feel that it is almost impossible to study science, while struggling with English. Using a qualitative research design, this study investigated the methods in which science teachers in the Greater Vancouver Area utilize different instructional strategies to increase Adolescent English language learner motivations and content comprehension. Data analysis reveals that techniques such as Flip classroom, Sheltered Instruction Observation Protocol and Experimental Laboratory Instruction have a direct affect on AELL motivation and ability to orally communicate content comprehension. Furthermore, the findings from the interviews suggest that direct science language instruction leads to noticeable improvement in the comprehension of the specific science topic and in subsequent science courses. The results also show that, in terms of Vancouver's Chinese AELL community, teachers must take into account the students home environment and support system when leaving students with homework and readings.

PROF. YUANRONG LI

**Southwest University
Exploitation and Utilization of Scientific Curriculum
Resources of Local Situations**

Based on the Sino-Canadian cooperation project background, taking time as vertical axis and the growth of science group team and individual processes of two members as horizontal axis, this paper uses the method of narrative research to describe and explore the growing process during which the Chinese science team go through confusion to gradual clarity, then to clearly identify goal up to elaborate detailed research plan. With a double identity not only as researcher but also as research object at the same time, the author fully reveals the journey of "I" as a real individual, and entirely and completely shows the professional development process, expecting to seek a kind of education significance based on situation and individual.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 2

DR. WAN CEN LIU

**China National Institute for Education Sciences
Understanding present school art education in
China through analyzing the development of
national policies related to art education and
national visual art textbooks**

Over the past 100 years Chinese society has gone through extreme and sometimes violent change. During this period Chinese school art education has also experienced great changes. This study examines and analyzes the development of China's national policies related to art education and national visual art textbooks, from the period when school art education first appeared and developed, 1904 to 1949, to the socialist period of Chinese history, 1950 to the beginning of the 21st century. This study offers a unique perspective on and understanding of what at present should be taught and how art teachers teach in art classes in elementary, secondary and high school, through analyzing the evolution that has occurred in the art education concepts and school art education system in China. Furthermore, this research also focuses on how different social and cultural contexts in China affect teaching and learning the visual arts in school systems.

KIEN LUU

**Ontario Institute for Studies in Education
University of Toronto
How Do School Leaders Perceive Their Principal
Preparation Training in Hong Kong and Ontario?**

The principalship is increasingly complex and multifaceted. Motivating and supporting staff to provide effective instructional strategies within caring and supportive environments are the core of school leadership. The role of the principalship is that of an expert in assessment, instruction, curriculum and data analysis. In the past, aspiring principals obtained their training through many years of teaching, leading a department, perhaps running summer programs to gain additional experience. However, the expectations of working long, unpaid hours; dealing with teacher dissatisfaction; student discipline, public scrutiny on school management issues and the public display of student achievement outcomes from standardized tests have challenged many new principals. How do school leaders in Hong Kong and Ontario prepare to meet these expectations? This study reports on How School Leaders Perceive Their Principal Preparation Training in Hong Kong and Ontario.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 2

NA WU

Southwest University

The Implementation of National Teacher Professional Standards in China: A Case Study of Qingyang District Teacher Professional Standards

China's Ministry of Education published a series of national professional standards for K-12 teachers in

implementing recommendations, the provincial and municipal education departments and local authorities across China have carried out education reforms, focusing on institution and mechanism innovation and partnership establishment, and aimed to realize the regulation and leading role of the national standards. This paper starts with recent educational reforms for implementing Qingyang District Teacher Professional Standards in Qingyang District, Chengdu, Sichuan Province, a typical reforming area in west China and concentrates on introducing and analyzing the main contents of the regional professional standards, its implementing approaches, and some propelling and hindering factors during its implementation by means of interviewing with local educational officials, teacher educators, education researchers, school teachers. Questionnaire and observation are also applied in this study. Some principles of implementing national teacher professional standards, such as unifying objects, executing regionally, clarifying standards, innovating curriculums, emphasizing practice, making operational planning, establishing supporting system and adopting multi-evaluation approaches, are proposed in this paper.

YING LI

Southwest University

Research on the Policy of Free Normal Education in China

Since the Chinese government carried out the policy of free normal education in the six normal universities which directly managed by the Ministry of Education in 2007, big changes have taken place in China's normal education. The policy changed the China's normal education mode, updated the teaching idea, adjusted the structure of urban and rural teachers, and it is one of the most significant reform measures in the education field of China in the 21st century. This article will research the background, main contents, influences and the significance of the policy, so as to fully understand China's current normal education mode, recognize the development trend of the future, integrate the international resources effectively and promote the international cooperation in the normal education.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 3

YING CHEN

**Ontario Institute for Studies in Education
Book Clubs—An Innovation of Literacy Instruction
in Secondary Schools**

Group learning experiences in two educational settings—southwest China and Ontario, Canada—collectively inspired me to research how book clubs benefit literacy learning in secondary classrooms by engaging learners in groups for reading, writing and dialoguing around part of a novel of their choice. This paper reports on a four-month research study conducted in an urban Canadian secondary literacy classroom in Ontario, where the book club was the core in-class instructional model. It aims to problematize the existing issues in traditional literacy instruction, and explore the social nature of book clubs and their benefits for literacy learning. Data consists of audiotaped interviews, videotaped book club discussions, reading response written logs from students, field notes from observations of and informal conversations with students and the teacher. This paper contributes not only to the Canadian educational context in Ontario, but also proposes an innovation of the test-driven literacy instruction in Chinese secondary schools by providing the intellectual, social, and material resources for the construction of authentic learning contexts—book clubs—as an alternative approach to literacy instruction in secondary schools to achieve the goal of enhanced literacy development for all.

XUAN NGUYEN

**University of Windsor
Language maintenance in Vietnamese immigrant
families: the parents' narratives**

Language maintenance is always a big issue in multicultural education (Cummins, 2000; 2007; Nieto, 2009). There have been studies over the last few decades about the loss of family language over two generations in immigrant families (Cummins, 2000; Fillmore, 1991; 2000; Portes & Hao, 1998). Existing research repeatedly reports how parents fail in keeping the language of their origin in the environment where English is dominant. Although many studies have provided evidences for the benefits that bilingual education brings to the children (Bankston & Zhou, 1995; Cummins, 2000), the extant body of research seems to ignore the effort and success of immigrant parents in keeping the family language for their children and the strategies that they have used. This narrative inquiry study investigates the role of parents in maintaining cultural values, including language, in Vietnamese immigrant families from their true stories. The study indicates the changes and differences in parents' attitudes toward the issue of family language and their efforts and strategies to maintain the home language for their children as part of the family values.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 3

DR. STEPHEN BAHRY & JIA LUO

**Visiting Scholar, Comparative International and Development Education Centre, Ontario Institute for Studies in Education of University of Toronto
Northwest University for Nationalities, Ontario
Institute for Studies in Education of University of Toronto
Canadian-Chinese Reciprocal Collaboration on Linguistic and Cultural Diversity in Education**

Canada and China are both countries that feature a high level of linguistic and cultural diversity. However, Canada as a federal state and China as a unitary state often differ in their policy framework. This has important consequences for educational policy regarding students from diverse linguistic and cultural backgrounds. Language policies relevant to education of linguistically diverse students are much more liberal in China than in most Canadian jurisdictions, giving a greater potential for adaptation to diverse students in China. At the same time, China's curriculum policy has been less adaptable to culturally diverse students than in Canada. Nevertheless, in both countries implementation has been largely centred on mainstream language and culture even where diverse students are a significant number or even the majority. However, research supports the importance for quality education of the inclusion of multiple perspectives in education. China's curriculum reforms suggest the need for supplementing central curriculum with local and school-based curriculum and the greater reflection of knowledge and interests of students, their families and communities. This paper reports on collaborative Canadian-Chinese work on quality education for linguistic and culturally diverse students in Gansu that is supported by policy, theory and local stakeholders. (200 words)

DR. ZHENG ZHANG

**The Chinese University of Hong Kong
Intended Literacy Curriculum at a Canadian
Transnational Education Program in China**

Since the 1990s, various regions in China have witnessed a growing number of Canadian transnational education programmes that follow Canadian elementary and secondary school curricula. In an area as important as literacy, there remains much to learn about how Canadian secondary school literacy curricula are produced, practiced, and received in transnational education programs in China. This paper particularly reports a part of an extensive ethnographic case study that was conducted in a Canadian transnational education program in China where Ontario secondary school curricula and Chinese national curricula were integrated (school pseudonym: SCS). To answer the research question about the intended curriculum, this paper explores the complex web of local and global discourses that shaped the integrated literacy curriculum at SCS and the ensuing implications for literacy curriculum development in globalized schooling contexts. Results of the study reveal that situated in differing sociocultural and political conditions, both Ontario and Chinese curricula show differing curriculum ideologies and discourses that have shaped their respective curricular landscapes. The Chinese policy makers at SCS were making salient efforts to juxtapose both systems and engage educators from both sides. However, there was little evidence that SCS intended to address the competing discourses and mediate differing visions of citizens to be "produced". The daunting task of addressing the potential tensions was thus left to the Chinese and Canadian teachers. SCS's unique space of local/global nexus enabled new forms of literacy and fluid identities. But it also restricted the transnational education students' opportunities to develop certain types of literacies due to various factors.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 4

XUEFENG HUANG

**Ontario Institute for Studies in Education
University of Toronto
The Characteristics of International Baccalaureate
Teachers: From teachers' and students'
perspectives**

International Baccalaureate (IB) teachers need to know desired teacher characteristics by IB education so as to learn accordingly. IB school leaders need to understand these required attributes of teachers in order to support relevant teacher learning. This report draws on two studies on the same topic—IB teachers' characteristics: one investigates Chinese IB teachers' (CIBT) perceptions; the subsequent one asks Chinese IB students opinions. The two studies were conducted when Mainland China sees rapid growth of IB in recent years after the flagship international education first appeared in this country more than 20 years ago. Both studies, which investigated teachers and students in one Chinese IB school, employed a mixed-methods approach including surveys and interviews. The first study deduces seven key characteristics of IB teachers from IB documents. Both teacher and student data validate the importance of the seven characteristics. However, teacher data reveal divergent views on the relevance of these characteristics to teaching and the limitations of existing professional learning activities while student data show discrepancies among teachers of different subjects. Teacher and student interview data also suggest other desired characteristics of IB teachers. Implications of the studies are related to IB teachers' teaching and professional development

JU HUANG

**University of Windsor
A Narrative Inquiry into Chinese Pre-service
Teacher Education and Induction in West China
through Cross-cultural Teacher Development**

My research builds on my 3 years' participation in Dr. Shijing Xu's (2011) ongoing project Teacher Education Reciprocal Learning Program. It involves a yearly exchange of teacher candidates between Southwest University, China and the University of Windsor. A SSHRC project entitled 'Canada-China Reciprocal Learning of Teacher Education and School Education' is granted from 2013-2020 to support this program (Xu & Connelly, 2013). The purpose of this study is to explore the induction processes of five Chinese pre-service teachers, who participated in the program in 2010 and 2011, from their cross-cultural experience to early year career in West China. The development of West China is slower than the other regions (Hu & Huang, 2012). However, teacher induction mainly focuses on induction programs in the developed area like Shanghai (Britton, Paine, Pimm & Raizen, 2003). Furthermore, although it is recognized that pre-service teachers improve their personal, global/intercultural and professional competence in the study abroad programs (Marquardt, 2011; Marx & Moss, 2011), there are few empirical studies exploring the longitudinal impact of such program on teachers' induction. I utilize narrative inquiry methodology (Connelly and Clandinin, 1990). As a guide teacher and a graduate assistant for the program, I have worked with the program for 3 years. The field texts I create for the research include: conversations, personal journal as well as journal entries of those teacher participants, e-mail communications, photographs, and field notes. I will participate in participants' inside and outside classroom activities to observe their interactions with students, colleagues and administrators from May 2014 to December 2014.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 4

FOUADA HAMZEH

University of Windsor

**Lesson-Study—Building Communities of Learning
Among Pre-Service Teachers**

The purpose of this study is to investigate if Lesson Study enables pre-service teachers to improve their own teaching in the area of science inquiry-based approaches. Lesson Study is a widely used approach that has been successful in its home country Japan. It is a teacher-led, form of professional development. Another purpose for this research, aligned with the first, is to examine the self-efficacy beliefs of one group of science pre-service teachers related to their experiences in a lesson study. To gather information towards these purposes, the research investigates these questions: 1) Does Lesson Study influence teacher preparation for inquiry-based instruction? 2) Does Lesson Study improve teacher efficacy? 3) Does Lesson Study impact teachers' aspiration to collaborate with colleagues? 4) What are the attitudes and perceptions of pre-service teachers to the Lesson Study idea in Science? The 12 participants will be completing two pre-and post study surveys: STEBi, Science Teaching Efficacy Belief Instrument (Enochs

Science Teaching. ASTQ measures the familiarity with science-inquiry based activities. Focus group interviews will be conducted after Lesson Study is completed. Data will be analyzed using triangulation method. Themes emerging from the research will be highlighted in the study.

DR. PENG LIU & DAVID

MCCORMACK

Hong Kong Institute of Education

Toronto District School Board

**Chinese Teacher's Perspectives on Teachers'
Commitment to Change**

Whether teacher would like to be part of and contribute to education reform is crucial for the success and effectiveness of the reform. Based on the motivation theory of Bandura(1986), Leithwood et al (1999) conceptualizes teachers motivation to be part of educational change with four dimensions including personal goal, context belief, personal belief, and emotional arousal, and also defines teachers' commitment to change as teacher identifies with or desire to be part of change process.

To date, most studies relating to teacher commitment to change have been conducted quantitatively with comparatively little investigation carried out qualitatively; however, qualitative investigation into teachers' lived experiences during a period of curricular reform is relatively understudied. This study is intended to fill this qualitative gap in the literature and describes the realities of five Chinese secondary teachers during a period of curricular reform. It investigated how these four dimensions interacted with one another during the change process, and how internal and external school factors affected their levels of commitment.

The research reveals that teachers' commitment to change in the Chinese context is more complicated than expected, thus requiring the expansion of the original four criteria. This study seeks to contribute to the teachers professional development in Chinese school context and may help school administrators across cultures to adopt more appropriate methods in realizing effective change in their schools.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 4

YING CHEN

**Ontario Institute for Studies in Education
Innovating Teacher Education: Building Learning
Communities**

This transnational study proposes to build learning communities in pre-service teacher education programs (TEPs) for preparing student teachers for a transition into teaching practices that can result in supporting novice teachers in their attempts to achieve improved student learning. Research experiences in the longitudinal SSHRC research project entitled Technology-Mediated Teacher Learning in Multimodalities provided me with opportunities in observing how a group of K-12 teachers from different schools across North America develop their learning communities for enhanced teaching practices and improved student learning by dialoguing and reflecting together over four years. As well, my group learning experiences as a previous student teacher in one of China's biggest TEPs inspired my interest in attending to novice teachers' voices of their TEP group learning experiences: the assets and flaws. Data consists of reflective writings, audiotaped interviews, videotaped meetings, and surveys. Participants are all novice teachers, three from the SSHRC study and two fourth-year novice English teachers from China. Findings can contribute in promoting innovations in the global TEPs so as to prepare teacher candidates with a sense of community building for more effective professional learning and transition to collaborative classroom teaching practices for improved student learning.

CONCURRENT SESSIONS 5

DR. LIANG ZHAO

**Saint Xavier University
The Resurrection of Classical Education in Public
Schools in China: A Case Study**

What is most worthy and should be taught to children? What kind of people do we want children to grow up into? What qualities do we want them to have? These perennial questions continue to perplex educators and policy makers today, and they become even more relevant than before when we consider the exacerbated social problems and environmental problems that we face today. The past decade witnessed a resurgence of classical education in China, and a recognition of its proven excellence in preparing children for life. This ethnographic study is about how classical Chinese education was implemented in a contemporary public elementary school in a village in Northwestern China. The primary methods for data collection were participant observation and interview. Characteristic of the school's curriculum were classical texts, martial arts, calligraphy, traditional style brush painting, and traditional music, in addition to regular mathematics and English. By studying the traditional curriculum, students became inheritors of the cultural heritage of the nation that has accumulated for thousands of years. They also developed a sense of service and social responsibility, and highly desirable qualities such as serenity, patience, perseverance, personal diligence and self-control. Findings of the study shed lights on the perennial questions mentioned at the beginning. While most Chinese teachers and parents admire the educational achievements in Canada, Canadian educators may be enlightened, too, in learning about the value of classical education in China.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 5

PROF. YAN-JIE CHI

**Shenyang Normal University
Impart of Cultural Tradition on Basic Education in China**

The cultural foundation of a country is a necessary to study its education. Culture is the combination of the methods and the outcome of the material and spiritual activities people participate in when dealing with the relationship between human and the outside world. There are three levels of culture. The first level consists of thoughts, consciousness, perception, etc. The core of this level is the concept of values and the ways of thinking. The second level is the practicality, namely the real things that reflect culture, including works of humanity, social sciences and art, as well as the products of natural sciences and technology. The third level is system and custom. The dynamic study of culture focuses on cultural traditions, which are the living cultures that have been and will keep developing in the long river of history. Cultural traditions show a strong sense of nationality as they commenced in the past, prosper at the present, and are going to influence the future. Chinese cultural traditions are those cultural traits formed in historical accumulation which still have profound impact on the modern society. This cultural impact on basic education has positive aspects such as attaching importance to assiduity and respecting the scholars; in addition, the traditional examination system leads to the emphasis on the training of basic knowledge and skills. However, the traditional Chinese culture also approves of the ideology of hierarchy, of the stress on authority and of comprehensive thinking, which results in the lack of rational freedom, of scientific exploration and of experimentation in Chinese education.

MINGHUA WANG

**University of Windsor
Narratives of Canadian Pre-service Teacher
Candidates' Cross-Cultural School Visit in China**

This study is contextualized of the Teacher Education Reciprocal Learning Program between Canada and China developed by Dr. Shijing Xu at Faculty of Education, University of Windsor, with Dr. Shijian Chen at Southwest University China, in partnership with Greater Essex County District School Board (Xu, 2011; Xu & Connelly, 2013). My positionality as a graduate assistant for this program inspires me to develop narrative perspectives of a group of participating Canadian teacher candidates' cross-cultural experience in China. I will join the China study trip with these Canadian pre-service teacher candidates in Chongqing in May 2014, and explore the personal and professional significance of such cross-cultural learning experience lived by the participating Canadian teacher candidates in the Reciprocal Learning Program. This paper will report on a one-month China study trip conducted in elementary and secondary schools and Southwest University at Chongqing, China. Narrative inquiry enables me to study the culture differences and educational communication brought to China by Canadian teacher candidates from University of Windsor. As a study built on this program, it may reveal the hidden and special contribution, such as, personal cross-cultural outlooks' changes, the potential influence for participants from this international trip, Canadian teacher candidates' increasing global perspectives and minds, and etc. This educational reciprocal learning between Canada and China can help contribute to both a society and personal beliefs with multi-cultural and inclusive notions, as well as can broaden students' horizons for an increasing diverse society.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION 5

DR. QINGJU PANG

East China Normal University

Teacher as Learner: from Confucius till NBE-er

Confucius, as the classic image of Chinese teacher, "Learning without satiety; and instructing others without being wearied" was his motto as a teacher. He had evaluated himself by that "there may be found one honorable and sincere as I am, but not so fond of learning like me". In traditional China, teacher was firstly a studious learner. Today, Chinese teacher plays an important role in contemporary education reform. New-type teachers growing in the New Basic Education research (NBE) figure importantly in schooling reform, as well as represent Chinese teacher image with traditional virtue and contemporary character. NBE-er (including NBE researcher and teacher) has studied and practiced in teacher's learning, including the necessity, particularity and realistic ways of teacher's learning from 1994 till now. Many questions have been inquired, many experiences have been created and many learner-teachers have grown up in 20 years' NBE research. Teacher as learner is a classic Chinese proposition with traditional and modern meaning, as well as with traditional and modern representatives.

PROF. YUHUA BU

East China Normal University

Reciprocal Learning Between Chinese and Canadian Sister Schools in Cross-cultural Communication: Progress and Thoughts

In the era of globalization, it has been an inevitable trend for various agents to have cross-cultural communication which, also, has become a research topic awaiting further attention. In 2008, Huaping Primary School and Ryerson School, located respectively in Shanghai, China and Toronto, Canada, joined hands to become sister schools in the hope of learning more from each other after making preliminary contact by exchanging visits. In the following three years, communication between classes and between teachers was mainly conducted in the form of exchanging gifts around holidays. Friendship between the two schools continued, yet regretfully the reciprocal learning pattern was not formed in that there were few cultural exchanges in the field of education. In 2013, there was a wish to promote reciprocal learning between the two schools. Beginning in September, the two schools have overcome difficulties in space, time and language and communicated with each other on a monthly basis. Three preplanned and preorganized meetings have been held with the aid of modern media. The content, participants and mode of the meetings have shown continuity as well as novelty when new participants, topics and common concerns appeared. With the width and depth of their mutual understanding developing, a new interactive pattern has emerged. Based on the status quo of the exchanges between the two schools, the major concern of this paper is to look at how a mechanism of reciprocal learning is established between two agents from different cultures. Related subtopics include the following problems such as: what is the basis for schools to develop reciprocal learning? What are the prerequisites to realize reciprocal learning? What are the obstacles and how to overcome them? What kind of exchange is more beneficial to both or more parties?

CONCURRENT PRESENTATIONS

CONCURRENT SESSION PANEL 6

DR. NOEL HURLEY

Memorial University

Transitional experiences of Chinese students to graduate study at a Canadian University within a social, political, cultural, and linguistic context.

The authors recount transitional experiences of four recent graduate students from China as they integrate into a graduate program at an Eastern Canadian University. Two students moved from China in 2012 and the other two students in 2013. Each student has successfully adapted to the Canadian postsecondary system and each student's challenges differed. Organizational supports are evaluated from an availability, accessibility, and adequacy perspective. Factors that contributed to smoothing the transitional experiences of the students are reviewed and challenges are also identified. Additionally, community resources are also discussed from the perspective of preparedness of the population and adjacent communities to absorb an increasingly larger number of international students and families within the local area. Recommendations for improvement of facilitating conditions are offered within the local context and more global ideas are offered.

DR. RODGER SAUL

Brock University

Educational Values in Conversation: An Essay on Teaching and Learning with Chinese Graduate Students in Canada

This paper, an autobiographical essay, tells the story of one Canadian professor's reflections on teaching Chinese graduate students in Canada. In January 2012, I began teaching several graduate classes in the International Student Program of my university's Faculty of Education. The overwhelming preponderance of students in these classes are Chinese, students who have come to Canada to learn, to credential themselves, and to experience student life in a new cultural context as they aspire to embark on careers as educators in China, Canada and elsewhere. My work with these students, at once gratifying and challenging, has opened a series of teaching inquiries that coalesce around these questions: What becomes of the work of university teaching when one teaches students whose cultural frames of reference suggest radically different views than yours, yet often very thoughtful ones, about the very purposes of education for selves and societies? And what opportunities for learning does this dissonance present for those university professors who find themselves teaching within such a context? Citing examples from my recent teaching experiences, my consideration of these questions will focus on how I have, with my predominantly Chinese students, negotiated the ways we have learned together.

CONCURRENT PRESENTATIONS

CONCURRENT SESSION PANEL 6

VANESSA SPERDUTI

Brock University

**Global Education in the shifting classroom:
Refocusing the teacher lens through study abroad.**

Academic exchange programs provide opportunities for teacher candidates to study at educational institutions abroad wherein they are able to learn more about different cultures, teaching practices, and build cross-cultural relationships. This paper is an exploration into my teacher candidate experience abroad as part of the first cohort of Canadian students in the Teacher Education Reciprocal Learning Program. The program was initiated by Dr. Shijing Xu at the University of Windsor, and Drs. Shijian Chen and Ling Li at Southwest University, China. Dr. Xu was successful in applying for the University of Windsor Strategic Priority Fund to support the program while SWU also provided special funds to support the program. The relevant research on this topic indicates that teacher certification should take an active role in creating opportunities for teacher candidates to participate in educational experiences abroad because of their benefits. The knowledge that a teacher gains through abroad experiences is one of the strongest factors in helping to build authentic global classrooms. In addition, these programs allow for fuller understanding of a global context and the chance to understand someone else's story. This review and synthesis of literature and research findings prepares a foundation for how teacher candidates, and hopefully, how policy makers can work toward creating a more inclusive global classroom for students.

Focal Questions

The following questions provide a focus for my study:

1. How can teacher candidates prepare for a dynamic and shifting classroom?
2. According to which values do teacher candidates teach?
3. How can study abroad experiences lend a hand to implementing global education?

These questions were formulated based on considering how to successfully provide an optimal educational experience for all students, driven by a personal hypothesis that using global education can play an important role in its achieving.

BARBARA POLLARD

University of Windsor

**Critical Pedagogy: Creating a Safe Space for
Crossing Cultural Borders**

Critical theorists emphasize that in order to prepare new teachers for the diverse teaching environments of the 21st century, teacher education programs need to incorporate critical theoretical frameworks which foster critical instructional teaching practices (Freire, 2000; Giroux, 1998). However, critical scholars indicate that there is a lack of critical instructional approaches and this stems from the fact that although the broad outcomes of critical pedagogy are unified (e.g., a coalition of educational interests committed to challenging the ideological assumptions that are positioned within texts and society at large), the instructional means by which to achieve these outcomes vary based on context, student interests and needs, teacher dispositions, community issues, and even geographic areas (Lankshear & McLaren, 1993). Consequently, teachers may dismiss the use of critical instructional approaches as they may be perceived too complex, abstract, or both (Giroux, 1992). While acknowledging that critical pedagogy should not be positioned as a prescriptive teaching method, this presentation will describe the aims of critical pedagogy and will provide some practical examples of what critical pedagogy may look like in a classroom context. Also, the educational institutional constraints that contradict the theoretical and practical teaching approaches guided by critical pedagogy will be briefly discussed.



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