

## Executive Summary

### *International Training Project in Pedagogy*

A Partnership between Northwest Normal University, China and School of Education, Southern Illinois University

Edwardsville

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#### Leadership Team Members

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#### I. Project Background Summary

SIUE formed a partnership by signing a letter of engagement with Northwest Normal University (NWNNU), China during spring semester of 2012. During fall semester, 2012, the SIUE School of Education hosted the first group of four visiting faculty scholars from NWNNU. The following project goals for both NWNNU and SIUE were primarily met through the coordinated efforts among SIUE School of education and other SIUE offices.

#### **Goals for NWNNU included:**

1. *Exposed Chinese faculty to American style pedagogic practices,*
2. *Expanded faculty awareness of how English is utilized in the American university classroom (e.g., discussion, questioning, etc.),*
3. *Prepared faculty for teaching their respective disciplines in English,*
4. *Enhanced exposure to spoken English by providing an immersion context for faculty.*

#### **Goals for SIUE included:**

5. *Introduced faculty and students to university faculty from China,*
6. *Identified possible avenues of international collaboration with NWNNU,*
7. *Provided opportunities for personal interaction between SIUE and NWNNU faculty and students that will facilitate cultural understanding, and curricular and research collaboration,*
8. *Developed a successful pilot for exposing international faculty members to U.S. pedagogy that could be replicated.*

#### **Goals of this Project contributed directly to SIUE's long-term goals, including:**

- A. *Engaged Students and Capable Graduates:* For those SIUE students who interacted with the Visiting Scholars in classes and/or seminars, education was enhanced. Contact between SIUE students and Visiting Faculty better prepared students to work in a diverse world.
- B. *Committed Faculty and Staff:* Many faculty, staff, and students from the School of Education and campus community interacted with the Visiting Scholars, thus reflecting and promoting high quality education, scholarship, and service.
- C. *Harmonious Campus Climate:* This project directly fostered the qualities of integrity, cooperation, open dialogue, and mutual respect among people with different backgrounds, cultures, and perspectives.
- D. *Active Community Engagement:* This project directly promoted active community engagement, including Visiting Faculty interactions with public school and SIUE Charter School administrators and students and participants from the community who attended the Senior Dialogue lecture.

- E. *Excellent Reputation*: SIUE now has an excellent reputation at Northwest Normal University, China, because of the positive experience between the Visiting Scholars and SIUE. This reputation will potentially directly affect Chinese students' desire to attend SIUE and other visiting scholars' desire to learn about pedagogy at SIUE.

**II. Key Project Activities**

1. Class observations: Visiting Chinese faculty observed in 5-6 classes each week in the Visiting Scholar's area of expertise,
2. Seminar: Planned and delivered a weekly seminar (focused on pedagogy) for visiting Chinese faculty,
3. Presentations: Scheduled and organized three presentations by visiting Chinese faculty (open to all SIUE faculty and students)-1 hour each,
4. Community outreach: Presented a 1-hour seminar for Lifelong Learning in a panel discussion by visiting Chinese faculty and the SIUE Leadership team; Visiting Chinese faculty presented additional seminars for students, upon invitation by chairpersons and faculty members in other university classes within the School,
5. Cultural activities: Visiting Chinese faculty participated in planned activities designed to enhance understanding of American culture (e.g., zoo, Thanksgiving dinner at the Chancellor's home, on-campus sports events).

**III. Key Project Results**

Table 1. Performance and Outcome Evaluation Results Project Results (Please see full report for details)

<b>Performance</b>	<b>Performance Indicators</b>	<b>Criteria for Meeting Outcome</b>	<b>Summary Highlights</b>	<b>Outcome Met?</b>
Each Chinese faculty member developed one syllabus in English for a course taught in China (Project Goals 1, 2, 3, 4)	Required elements included in the rubric for syllabus development	Each faculty member at least meets the adequate level on each required element included in the rubric.	Scholars adequately fulfilled a majority of the criteria in their first drafted syllabi; upon revision, all met the criteria	Yes
Each Chinese faculty member developed a written list of references for his/her content area using library resources at SIUE (e.g., RefWorks) (Project Goal 3)	Required assessment categories included in the rubric for developing a written list of references	Each faculty member at least obtains 3 points or above on each required assessment category included in the rubric.	Scholars successfully completed this assignment	Yes
Each Chinese faculty member discussed (in writing and orally) the SIUE Ethics of Teaching (Project Goals 1, 3, 8; SIUE Goals C, E)	Required assessment categories included in the rubric for SIUE Ethics of Teaching discussion	Each faculty member at least meets the sufficient comprehension level on each required assessment category included in the rubric.	Scholars achieved the highest level of comprehension	Yes

Performance	Performance Indicators	Criteria for Meeting Outcome	Summary Highlights	Outcome Met?
Each Chinese faculty member clearly communicated in English to an audience of American faculty and students (Project Goals 2, 4, 8; SIUE Goals A, B, C, D, E)	Observation rubric completed by member of leadership team for each presentation	Each faculty member meets the level 5 or 6 on a 10-point Likert scale on each presentation* *Note: See changes to instrument	Range: 10-100; 2 <sup>nd</sup> presentation mean=77.9; 3 <sup>rd</sup> presentation mean=91.7 (paired samples t test indicated significant differences)	Yes
American faculty conveyed positive interactions with Chinese faculty (Project Goals 5, 6, 7, 8; SIUE Goals A, B, C, D, E)	Areas/aspects evaluated by survey	Each faculty member meets the level 4 on a 7-point Likert scale on each area/aspect included in the survey instruments 3 and 4.	>90% of faculty host respondents indicated their experience with the Chinese faculty was generally positive	Yes
American faculty conveyed interest in future collaborations with Chinese faculty (Project Goals 5, 6, 7, 8; SIUE Goals A, B, C, D, E)	Areas/aspects evaluated by survey (Instruments 3 and 4, Appendices F and G)	Faculty members meet the level 6 (agree/strongly agree) on a 7-point Likert scale on each area/aspect included in the survey instruments 3 and 4.	About 80% of faculty host respondents would like to participate in future partnerships with Chinese faculty	Yes
Chinese faculty members conveyed increased knowledge about aspects of American life and culture (Project Goal 4)	Areas/aspects evaluated by survey pre/post (Instrument 1, Appendix D)	Each faculty member meets the level 4 on a 7-point Likert scale on each area; increase in knowledge	Range: 8-56; pretest group mean=15.5; posttest group mean=46.5 (paired samples t test indicated significant difference)	Yes

#### IV. Key Factors for Project Success

The overall experience was positive for most faculty and staff members who hosted and/or interacted with the Visiting Scholars. Success of the project was the result of:

- Collaboration within the School of Education and across SIUE (15 host faculty members across all 5 departments; 22 faculty, staff and community members donated miscellaneous home supplies for the apartments; many offices across SIUE provided assistance, e.g., International Services, Speech Center, Housing, Admissions, Bursar, Library, Fitness Center, Health Services, the Alestle editorial office, Outreach, and School of Education Dean's Office),

- Efforts of the Leadership Team (strategic team planning meetings, weekly troubleshooting team meetings during the project implementation, careful documentation, prompt attention to needs of visiting Chinese faculty and other faculty and staff members, clear and constant communication, etc.),
- Support from the School of Education Dean, Provost, Chancellor, and Director of International Services.

#### V. Recommendations

It is recommended that this Partnership and Project continue and expand to include other disciplines outside of the School of Education. This enhanced partnership could contribute to the development of more tangible and intangible opportunities in the future with NWNNU as well as other universities in China (e.g., faculty exchange programs, student exchange programs, etc.) The School of Education should continue to lead and direct the Project, which is primarily focused on pedagogy. The primary aspects of the Project should continue to be included (e.g., Seminars focused on Pedagogy, Leadership Team structure, classroom observations, presentations, community outreach, cultural events). (Please see the separate proposal for continuation of the Partnership between Northwest Normal University, China, and SIUE for details.) Based on the assessment data and formal/informal observations, the following major changes are recommended for future collaborations.

1. Closely examine the level of English language proficiency prior to selecting the visiting scholars (e.g., test scores, Skype interviews, etc.),
2. Clearly articulate the project goals and objectives to the visiting scholars prior to their arrival,
3. Clearly articulate the project goals and objectives and benefits to host faculty members,
4. Conduct voluntary meetings periodically with host faculty members to communicate expectations and to discuss issues within classes,
5. Clearly articulate expectations of hosting a Chinese Visiting Scholar to host faculty members,
6. Increase Chinese Visiting Scholar's class participation and interaction with American students,
7. Provide suggestions about how to include the Visiting Scholar in the host faculty member's class,
8. Provide Visiting Scholar observation schedules to host faculty members,
9. Provide the Seminar syllabus (for Visiting Scholars) to host faculty members,
10. Invite host faculty members to attend the weekly seminar or particular sessions of the seminar,
11. Survey students in host faculty members' classes to assess the impact on student learning and/or perceptions of diversity,
12. Provide a written guidebook for Visiting Scholars to assist in orienting to the U.S. and the community (drafted during Fall 2012),
13. If Visiting Scholar Candidates are from disciplines within teacher education, arrange for earlier school visits,
14. Obtain the required textbooks for the Visiting Scholars and add Scholars to Blackboard at the beginning of the semester,
15. Provide the opportunity for SIUE faculty to visit China to learn about the Chinese educational systems and to recruit Chinese students,
16. If the Project is expanded to include other colleges/schools at SIUE in the future, communicate and coordinate clearly with these schools/colleges.