

**EUE Proposal
FY2018**

Project ID#

19-03

Project Title

Impacts of an International Education and Culture-Focused Study Abroad Program in Northwest China on Education Students

Project Director	ID Number	Telephone	Email
Yuliang Liu	800010791	3293	yliu@siue.edu

Department	Campus Box	School College
Ed. Leadership	1125	SEHNB

Course or Program

HED (Health Education) 462 (Special Topics), CI (Curriculum & Instruction) 495 (Selected Topics), SPE (Special Education) 498 (Workshops), IS (Interdisciplinary Studies) 399 (Special Topics), and EPFR (Educational Psychology, Foundations, & Research) 563 (Special Topics)

Project Co-Director	ID	Department	Email

Student Impact:

Multiple Submission Priority:

Summary:

This proposal requests EUE funds to help implement a repeat program emphasizing the impact of an Education and Culture-Focused Study Abroad Program in Lanzhou and Beijing, China to education majors for two weeks in May 6-19, 2019. Funding this program will create a unique option to SEHNB majors in general and special education, psychology, applied health, and learning, cultural, and society at undergraduate and graduate levels. The Project Director (PD) received an EUE award to lead a study abroad program to China in May 2016 and the EUE funding allowed 16 students to participate. In May 2017, the PD led a repeat program to China. Initially 18 students applied, but a majority withdrew at the last minute due to inadequate funding. Therefore, only 4 students participated and each enrolled two 3-hour credit courses in 2017. In addition, due to recent budget crisis, SEHNB has decided to only offer a repeat program to China once every other year. Thus, this repeat program will be offered in 2019. The EUE funding will make this repeat program attractive to students in 2019 due to the increasing demand and interest in this program and the Project Director's recent success. It is expected that 12 students in education and 2 faculty/staff can participate and each student will enroll in two 3-hour summer

courses in 2019. Students will closely interact with Northwest Normal University faculty and teacher candidates, K-12 students and teachers in general and special education, and various members in China. Students' performance will be assessed based on their participation in lecture/orientation sessions held in both the U.S. and China, daily debriefings, journals, school and cultural visits, and two projects after the return. Program effectiveness will also be assessed against the diversity standard of the Illinois Professional Teaching Standards. Based on the PD's recent success, it is expected that project objectives will be fully achieved: (1) introduce students to two distinct disciplines (special and general education) in Chinese K-12 education and culture; (2) help students gain a deeper understanding of social, cultural, and political factors that significantly influence teaching and learning in special and general education; and (3) help students compare and contrast special and general education systems between China and U.S. Results will be widely disseminated via a variety of ways such as at the SIUE campus, scholarly conferences, and publications.

Project Budget

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
0	0	14340	0	0	3760	0	0	0	18100

Cost-Sharing

Salary	Wages	Travel	Equip.	Comm	CServ	Auto	Tele	Awards	Total
0	0	27900	0	0	0	0	0	0	27900

**Impacts of an International Education and Culture-Focused
Study Abroad Program in Northwest China on Education Students**

A. Current situation

This proposal requests EUE funds to help implement a repeat program emphasizing the impact of an Education and Culture-Focused Study Abroad Program in Lanzhou, China on education majors for two weeks in May 6-19, 2019. Education and culture is an integral component of the undergraduate and graduate programs in the School of Education, Health and Human Behavior (SEHHB) at SIUE. Funding this study abroad program will create an alternative unique option to SEHHB majors in general and special education, psychology, applied health, as well as learning, cultural, and society at both the graduate and undergraduate levels. The Project Director (PD) received an EUE award to lead a study abroad program to northwest China in May 2016 and the EUE funding allowed 16 students to participate¹. This study abroad program was institutionalized and supported by SIUE and the university in China. The PD led a repeat program to northwest China in May 2017. Initially 18 students applied, but a majority withdrew at the last minute due to inadequate funding. Therefore, only 4 students participated and each enrolled two 3-hour credit courses in May 2017. However, due to recent budget crisis, SEHHB has decided to only offer a repeat program to China once every other year. Thus, this repeat program in 2019 will be offered by SEHHB. The EUE funding will make this repeat program attractive to students in 2019 due to the increasing demand and interest in this program as well as the project success from the recent two years.

Impact Estimate. It is expected that **up to 12 students** in education will be allowed to participate and will be directly impacted due to the nature of the program. Additionally, the indirect impact will be unlimited after they have shared the trip experiences with other peers, friends, and others. The number of 12 students will be determined based on their qualifications and background in order to safely manage the trip. However, to encourage students, especially disadvantaged students, to participate, EUE funding will be needed to help cover the two faculty leaders' related costs such as flights and lodging in addition to

¹ Due to the PD's successful fiscal management, about half of his EUE funding was not used and was later returned to the Provost Office.

students' partial flights costs. The PD and one professional staff on a 12-month contract within SEHHB will lead the trip. Upon the termination of the EUE funding, funds will be sought from U.S. Department of Education, Illinois Board of Higher Education (IBHE), and other sources to continue the program.

Proposed Project

Global learning has recently been cited as one of the high impact best practices by Association of American Colleges & Universities (<https://www.aacu.org/leap/hips>). This project will provide a much-needed, relevant, and meaningful contribution to SEHHB students' global and international perspectives. It also fits with the SIUE's recent internationalization focus.

Diversity education, cultural awareness, and internationalization have become an integral part of college and university programs and curriculum (King & Young, 1994). Egron-Polak and Hudson (2010) reported that over 90% participants in study abroad programs agreed that the internationalization programs result in significant benefits including the broader international outlook of faculty, students, and an enhanced quality of academic work. This is especially true for teacher education majors. Brindley et al.'s (2009) review of student teachers from an international internship identified a growing sense of professionalism and understanding of cultural differences. Based on Marx and Moss (2011), student participation in a teacher education study abroad program had positive influences on students' intercultural development in terms of culture and languages.

In addition, our recent study abroad to China in 2016 (Liu & Miner, 2017) indicated that the study abroad program made an important impact on students' understandings of diversity as well as the similarities and differences between Chinese and American educational systems. All participants enjoyed the program and benefited professionally from it in a variety of ways such as their understandings of diversity, the similarities and differences between Chinese and American educational systems, as well as teacher's identify and professionalism.. Specifically, during the trip, students learned a lot about how the trip positively affected their understanding of (1) the Chinese culture, family, and educational systems; (2) their career choices and goals in education; (3) their interaction and socialization

styles in education; (4) their understanding of similarities and differences in K-12 between both countries; (5) their understanding of how the U.S. should learn from China in K-12 education; (6) their understanding of how special education is operated in China, as well as similarities and differences between both countries; (7) their overall personal developments; (8) their understanding of lifetime learning; and (9) their understanding of diversity especially related to second language strategies and cultural perspectives and biases. The above impacts have significant implications for school teachers since the student population is so diversified in the U.S. In summary, some findings are consistent with recent findings in the literature, but others have added new unique perspectives to the literature (see prior project summary in a separate document).

SEHHB has made important strides in the area of internationalization. One of the featured programs is the International Training Program in Pedagogy (ITPP) which started in fall 2012. This study abroad program stems from the ITPP project. The PD is a key member of the ITPP leadership team and he also assisted with the signing of the MOU between SIUE and NWNNU in 2014. Therefore, this study abroad program occurred at a good time for SEHHB students in May 2018. ITPP has been funded by NWNNU in Lanzhou, China in 2013-2017, as well as funded by a couple of other universities in China.

In addition to ITPP, SEHHB has taken actions to internationalize the undergraduate curriculum in education. This study abroad program will be one of the first steps toward improving SEHHB students' experiences in order to achieve SIUE's vision of greater national and global recognition and academic prominence. The SEHHB currently has about 1200 students in the nine undergraduate programs. Students in most of these undergraduate programs have not been exposed to study abroad programs to China at SEHHB except for those two recent trips we have offered. Recently, the PD has still received student inquiries about study abroad to China in 2018 and 2019.

This program will offer a choice for students to enroll in any of these several courses: HED (Health Education) 462 (Special Topics), CI (Curriculum & Instruction) 495 (Selected Topics), SPE (Special Education) 498 (Workshops), IS (Interdisciplinary Studies) 399 (Special Topics), and EPFR (Educational Psychology, Foundations, & Research) 563 (Special Topics). Please see the support letters

from the interim Dean of SEHHB and three departments involved in Appendix 1. The above courses will be used to recruit undergraduates and graduates broadly within the SEHHB. Students will be required to enroll 6 credit hours. In addition, students in study abroad to China in 2016 and 2017 enrolled in all of the above courses based on their specializations.

Program Objectives: The program intends to achieve the following objectives:

1. To introduce students to two distinct disciplines (special and general education) in Chinese K-12 and higher education and culture through lectures and field visits/observations.
2. To help students gain a deeper understanding of social, cultural, and political factors that significantly influence teaching and learning in special and general education in China.
3. To help students compare/contrast special and general education between China and U.S.
4. To promote students' teacher identity and professionalism.

Program overview: This program will be a two-week study abroad program in May 6-19, 2019. The program will be limited to the first 12 students after their passing the PD's interview for eligibility. In order to attract students from a larger audience, the program will target undergraduate students in education majors. However, exceptional SIUE students in non-education majors may also be considered.

NWNU is located in Lanzhou, a capital city of Gansu Province in northwest China. Participants will spend 2 weeks in Lanzhou and Beijing, China to closely interact with NWNU faculty and teacher candidates, K-12 students and teachers in general and special education, as well as members of various communities in China. Students will also have the opportunity to gain first-hand experience with Chinese education and culture in Lanzhou and Beijing by visiting K-12 schools, universities, cultural sites, and teaching mini-sessions in English to K-12 students in China.

Program Activities: The program involves the following major activities and a mixture of qualitative and quantitative data collection (See Table 1 on the next page for the tentative schedule).

1. Lecture/orientation sessions at SIUE before the trip: (a) introduction to special and general education in China and the U.S., (b) overview of cultural factors influencing special and general education in China. (c) political and social factors influencing special and general education in China.

2. Daily morning debriefing and reflection in Lanzhou and Beijing: These help instill a sense of class discipline and provide opportunities for discussing important problems and issues.

3. Lecture sessions in Lanzhou: NWNNU faculty members and students in China will talk with SIUE students about the special and general educational systems and culture in northwest China.

4. Daily journal: The reflections should focus on expressing personal perspectives on the events occurring and/or discussing questions related to the field trip of the day. Such a journal helps students collect related data for final course projects and provides an avenue to explore the cultural significance of the events and/or field trips.

5. Field visits in Lanzhou and Beijing: During these visits, participants will experience Chinese culture and observe special and general education school sites. Schools could include the NWNNU-affiliated middle, elementary, and high schools, and/or NWNNU's kindergarten as well as some special education schools. Cultural sites could include Tiananmen Square, the Great Wall in Beijing and Labuleng Lamasery (ancient Tibetan Temple and University) in Lanzhou.

Table 1: Tentative Schedule--May 6-19, 2019

Date	Activities	Location
Oct.—Dec. 2018	Student recruitment	SIUE
Jan-Feb. 2019	Student interviews	SIUE
March 2019	Student enrollment and visa application	SIUE
April-May, 2019	Lecture/orientation sessions	SIUE
May 6-7, 2019	Fly to Lanzhou, China	Beijing & Lanzhou
May 8, 2019	Rest and adjust time zone differences	Hotel in Lanzhou
May 9-16, 2019	Meet with NWNNU faculty and teacher candidates and attend guest speeches, visit NWNNU K-12 schools and Special Education Schools, visit Labuleng Lamasery, teach English K-12 students in mini-sessions	College of Education at NWNNU & affiliated schools
May 16-19, 2019	Fly to Beijing; cultural visits in Beijing	Beijing
May 19, 2019	Fly back to SIUE	SIUE
By June 30, 2019	Assignments and projects due	SIUE
July 2019	Grades due	SIUE
Fall 2019	Project dissemination and report submission	SIUE

Student Performance Assessment: Students' performance assessments will be based on students' participation in lecture sessions held in both the U.S. and China, daily morning debriefings in

Lanzhou and Beijing, daily journals, participation in field visits, and two projects (completed after the return to the USA). Project 1 is a reflective essay of important personal observations and reflections about special and general education in China, with examples from the trip and adequate literature to support reflections by comparing China with the U.S. Project 2 is to design an electronic portfolio including related photos and videos to showcase his/her travel study project using such as www.wix.com. Project 2 will not only include examples of cultural aspects in China (in relation to history, values, politics, communication styles, economy or beliefs and practices) that impacts education (e. g, professional preparation, pedagogy observed, how people with disabilities are educated, how people without disabilities are educated, sanitation, foods, etc.) in Lanzhou and Beijing, but also include a reflection section to recognize and display a new perspective about his/her own cultural rules or biases.

B. Evaluation and Dissemination

To evaluate the effectiveness of the program, a survey will be used based on one of the Illinois Professional Teaching Standards (<http://www.usd116.org/ProfDev/usd116mentoring/resources/ipts.pdf>, Please see Appendix 2 for details.). This required standard is “Diversity–The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.” Our survey will have six items to be assessed against the six Knowledge Indicators related to the standard using a 5-point Likert scale. “1” means low while “5” means high. That survey will be completed by students themselves to ensure reliability and objectivity in pretest and posttest before the departure and after the return to SIUE. Additional assessments will be accomplished using students’ participation, daily journals, cultural visits, and two projects described previously.

Regarding dissemination, videos and photographs taken during the program, and the student projects will be published online to share with the SIUE community at various related events as well as with the collaborating Chinese institution/schools. Participants will be encouraged to conduct presentations about the trip experience in China at the Lifelong Learning Fall Speakers Series at SIUE in 2019 or later. Research findings will be submitted for presentations at scholarly conferences and for publications in the refereed journals such as *Teaching and Teacher Education*.

Table 3

Detailed Budget Per Item

		Unit cost and justifications	Unit needed	Total cost per line	Cost sharing from students	Funds requested from EUE
Travel	Round trip international air tickets for 2 faculty and staff	From St Louis to Beijing	2x1800	\$3600	0	\$3600
	Round trip international air tickets for 12 students	From St Louis to Beijing	12x1800	\$21600	\$15120 @ 70 %	\$6,480 @ 30 %
	Round trip domestic air tickets for 2 faculty and staff	From Beijing to Lanzhou	2x\$600	\$1200		\$1200
	Round trip domestic air tickets for 12 students	From Beijing to Lanzhou	12x\$600	\$7200	\$7200	0
	Lodging in Lanzhou 9 nights for 12 students	\$70 a night for a two-bed	6 rooms for 12 student rooms for 9 nights in Lanzhou	\$3780	\$3780	0
	Lodging in Lanzhou 9 nights for 2 faculty and staff	\$70 a night	2 rooms for 2 faculty for 9 nights in Lanzhou	\$1260	0	\$1260
	Lodging in Beijing 3 nights for 12 students	\$100 a night	6 rooms for 12 student rooms for 3 nights in Beijing	\$1800	\$1800	0
	Lodging in Beijing 3 nights for 2 faculty members	\$100 a night	2 rooms for 2 faculty for 3 nights in Beijing	\$600	0	\$600
	Transportation for local visits	\$120 a day for hiring a bus: 8 days in Lanzhou and 2 days in Beijing.	10 planned school and culture visits in Lanzhou and Beijing. Group travel will help organize field visits safely	\$1200	0	\$1200

Contractual Services	Tips payment to collaborating faculty at NWNNU	\$1000, about 1/3 the amount for a call staff for teaching one course at the SIUE.	1 NWNNU faculty for 10 days \$1000	\$1000	0	\$1000
	Tips payment to NWNNU students working for SIUE students as guides and translators	\$200 Tips ensures effective participation for 2 NWNNU students	10 NWNNU students for 10 days	\$2000	0	\$2000
	Ceremonies held in restaurants at the beginning and the end of the trip with hosting institution	\$20 a person for one ceremony; \$40 a person for both ceremonies	(12 SIUE students, 2 SIUE faculty, 2 NWNNU students, 2 NWNNU faculty, 1 staff from NWNNU international office)	\$760	0	\$760
Subtotal				\$46,000	27900	\$18,100
Total fund requested from EUE						\$18100

Notes.

1. As it is shown above, the total fund requested from EUE is \$18100, primarily related to 2 faculty/staff leaders' cost plus at 30% of the student's international tickets. That is about 39.4% of the total project cost.
2. The PD is the faculty leader. There will be a 2nd professional staff on a 12-month schedule within SEHNB to accompany the group. As the tentative schedule indicates in the proposal, the PD's work will start in fall 2018 and end by finish grading in July 2019. The intensive work includes recruiting students, interviewing students, helping student enrollment and visa application, providing lecture sessions at SIUE before the trip, leading the trip for 2 weeks, and grading students' assignments in June to July 2019. In addition, the PD will answer students' related questions from fall 2018 to July 2019.

2-Page CV for Dr. Yuliang Liu

Yuliang Liu, Ph. D., Professor of Instructional Technology, Department of Educational Leadership, SIUE. E-mail: yliu@siue.edu; Tel: 618-650-3293

1. EDUCATIONAL BACKGROUND

- ✦ Ph. D. in Educational Psychology. Texas A&M University-Commerce, TX, USA. 2000.
- ✦ M. A. in Educational Psychology. Northwest Normal University (NWNNU), China. 1990.
- ✦ B. A. in Applied Linguistics. Hengyang Normal University, Hengyang, Hunan, China. 1984.

2. PROFESSIONAL EXPERIENCES

Professor (July 1, 2012—present); Associate Professor (July 1, 2006—June 30, 2012). Assistant Professor (2000-2006), SIUE.

A key member on the Leadership Team of **International Training Program in Pedagogy (ITPP)** in the School of Education, Health and Human Behavior at SIUE.

- ✦ Has communicated with Northwest Normal University (NWNNU) in China about its participation in the ITPP and student exchange since 2010. Has communications with scholars before and after the ITPP.
- ✦ Has assisted with the initiation of the ITPP with NWNNU, China in 2012.
- ✦ Has convinced NWNNU (2013-2017) and other Chinese universities to self fund the visiting scholars from their own institutions to participate in ITPP.
- ✦ Has collaborated with SIUE's International Office about the Letter of Engagement and the recent MOU between SIUE and NWNNU, as well as assisted with ITPP visiting scholars' visa issues in 2012-2017.
- ✦ Has been in charge of ITPP data collection from visiting scholars, SIUE faculty, host faculty, and staff at SIUE in fall semesters in 2012-2017.

3. PUBLICATIONS

A. Select Refereed Journal Articles:

Liu, Y., & Miner, C. (Under review). Benefits of an international education and culture-focused study abroad program in China. Submitted to *Journal of Education for Teaching*.

Co-authored. (2017). Academic domains as political battlegrounds: A global enquiry by 99 academics in the fields of education and technology. *Information Development*, 33(3), 270–288. DOI: 10.1177/0266666916646415.

Co-authored. (2016). Do multicultural experiences facilitate global processing style? Multicultural experiences and processing style? *Asian Journal of Social Psychology*, 19(3), 209-214. DOI: 10.1111/ajsp.12144.

Xin, H, Liu, Y., Weishaar, M., & Fricke, G. (2015). A pilot international training program in pedagogy in higher education. *Learning For Democracy*, 6(1), 27-36.

Liu, Y. (2015). An exploratory study of pre-service teachers' features related to their online behaviors and problematic internet use in the United States. *Computers in Human Behavior*, 44, 369–376. [doi:10.1016/j.chb.2014.11.058](https://doi.org/10.1016/j.chb.2014.11.058)

Zhou, H., Liu, Y., & Fries, R. (2014). Design, development, implementation, and evaluation of a multimedia game system for highway incident responder training (HIRT). *International Journal of Multimedia Technology*, 4(3), 33-39.

Liu, Y. (2013). A comparative study of integrating multimedia into the third grade math curriculum to improve math learning. *Journal of Computers in Mathematics and Science Teaching (JCMST)*, 32(3), 321-336.

Liu, Y. (2012). Effects of integrating multimedia into the third grade mathematics curriculum to improve student learning. *Journal of Educational Technology System*, 40(3), 251-271.

Liu, Y., & Szabo, Z. (2009). Teachers' attitudes toward technology integration in schools. *Teachers and Teaching: Theory and Practice*, 15(1), 5-23.

Yang, H., & Liu, Y. (2008). Building a sense of community for text-based computer-mediated communication courses. *Journal of Educational Technology Systems*, 36(4), 393-413.

Yuliang Liu's CV

- Liu, Y. (2007a). Will web-based instruction affect learner's learning styles? *Journal of Instructional Design Systems*, 21(4), 15-21.
- Liu, Y. (2007b). A comparative study of learning styles between online and traditional students. *Journal of Educational Computing Research*, 37(1), 41-63.
- Liu, Y., & Yang, H. (2007). Impact of online instruction on students' approaches to studying. *International Journal of Technology in Teaching and Learning*, 3(2), 95-106.
- Liu, Y. (2006). A comparison study of online versus traditional student evaluation of instruction. *International Journal of Instructional Technology and Distance Learning*, 3(3), 15-29, Article 002. Retrieved April 27, 2006, from http://www.itdl.org/Journal/April_06/April_06.pdf.
- Liu, Y., & Huang, C. (2005). Concerns of teachers about technology integration in the United States. *European Journal of Teacher Education*, 28(1), 35-47.
- Liu, Y., Theodore, P., & Lavelle, E. (2004). A preliminary study of the impact of online instruction on teachers' technology concerns. *British Journal of Educational Technology*, 35(3), 377-379.
- Liu, Y. (2003). Taking educational research online: Developing an online educational research course. *Journal of Interactive Instruction Development*, 16(1), 12-20.

B. Selected Refereed Books and Chapters:

- Liu, Y. (2012). Chapter 29: Instructor feedback, learner satisfaction, and online learning. In H. H. Yang, & S. C. Yuen (Eds.), *Handbook of Research on Practices and Outcomes in Virtual Worlds and Environment* (pp. 536-550) (ISBN: 978-1-60960-762-3). Hershey PA: IGI Global. (Refereed)
- Liu, Y. (2010). Chapter 9: Strategies for providing formative feedback to maximize learner satisfaction and online learning. In H. H. Yang, & S. C. Yuen (Eds.), *Handbook of Research on Practices and Outcomes in E-Learning: Issues and Trends* (pp. 150-163). Hershey PA: IGI Global.
- Liu, Y. (2002). The impacts of frequency and duration of messaging on relational development in computer-mediated communication. In M. A. Fitzgerald, M. Orey, & R. M. Branch (Eds.), *Educational Media and Technology Yearbook 2002* (Vol.27), (pp. 33-51) (ISBN 1-56308-910-6). Englewood, CO: Libraries Unlimited. (Refereed)

4. SELECT PRESENTATIONS

- Liu, Y., & Miner, C. (January 2017). *Benefits of an international education and culture-focused study abroad program in China*. Hawaii International Conference on Education 2017. Hawaii, USA.

5. SELECT RECENT GRANTS AND PROJECTS

- ✚ PI or Co-PI. (2013-2017). *International Training Program in Pedagogy at SIUE*. Funded by Northwest Normal University, Shenyang Aerospace University, and Sichuan University of Science and Technology, China.
- ✚ Liu, Y., & Weishaar, M. (2016). *An international education and culture-focused study abroad program in Lanzhou, People's Republic of China*. An Excellence in Undergraduate Education grant (\$14,708) funded by the Provost Office, SIUE.
- ✚ Liu, Y. (2009-2010). *An experimental study of integrating multimedia to improve mathematical learning*. (\$10, 650). STEP grant funded by the Graduate School, SIUE.
- ✚ Liu, Y. (2013) was hired to work as a consultant for Huaguo Zhou's external grant in School of Engineering at SIUE, entitled "*Highway Incident Respondent Trainer's Game*" for one month in 2013, funded by Illinois Center for Transportation 2011-2013.
- ✚ Liu, Y. (2002-2003). *Development and dissemination of online instructional materials for graduate Research Methods in Education course* (\$35,100). Funded by Illinois Board of Higher Education.

5. SELECT GRANT PANEL REVIEWER AT THE FEDERAL LEVEL

- ✚ Serve as a *peer review panelist* for HBCU-UP in the *Division of Human Resource Development in NSF*. Feb. 1-2, 2017.
- ✚ Serve as a *peer review panelist* for the International Education & Foreign Language Service's Fulbright-Hays DDRA and FRA competition in *U.S. Department of Education*, Washington, DC. June 2016.

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in Northwest China on Education Students

Appendices

Appendix 1-- Support Letters from the Dean, Department Chairs Involved, and International Office

Appendix 2-- Illinois Professional Teaching Standards

Appendix 3—References

Appendix 1

Support Letters from the Dean, International Office, and Department Chairs Involved

✚ Interim Dean: Dr. Paul Rose

✚ International Office: Mary Weishaar

✚ Educational Leadership: Dr. Laurie Puchner

✚ Curriculum & Instruction: Dr. Susan Breck

✚ Kinesiology and Health Education: Dr. Erik Kirk

:

18 December, 2017

To: EUE

From: Laurie Puchner, Chair, Department of Educational Leadership

Re: EUE Proposal on Faculty Led Study Abroad on Education and Culture in Northwest China

I fully support the EUE proposal submitted by Yuliang Liu requesting funds for the study abroad program in Lanzhou, China. Study abroad is a life-changing event that has been found to be of tremendous benefit to college students. One well-known obstacle is student ability to pay the costs of study abroad. If this proposal is accepted, access to a very exciting and important Study Abroad opportunity will be enhanced. Thus, the project has my full support.

From: [Breck, Susan](#)
To: [Liu, Yu](#)
Subject: RE: Support letter: EUE 2018-2019 Call for Proposals
Date: Thursday, December 14, 2017 10:58:01 AM

Please accept this email as a memo of support for the China Study Abroad proposal. This trip will provide students with an opportunity to explore educational systems in China and provide them with a global perspective that will impact their interactions as educators with all students. I believe this is a unique experience that will benefit the students and I support it unconditionally.

Susan E. Breck, PhD
Professor and Chair
Department of Teaching and Learning
Southern Illinois University Edwardsville
Box 1122
Edwardsville, IL 62026
[618-650-3444](tel:618-650-3444) office
[618-650-3485](tel:618-650-3485) fax

From: Liu, Yu
Sent: Monday, December 11, 2017 10:51 AM
To: Breck, Susan
Subject: Support letter: EUE 2018-2019 Call for Proposals

Susan,

FYI. I am planning to submit an EUE proposal for SEHHB students to China for May 2019. As you see, proposals are due by January 29, 2018. If possible, can you please email me your support letter during the winter break?

Please let me know soon if you have any related questions.

Yuliang Liu

Yuliang Liu, Ph. D.
Professor
Instructional Technology
Department of Educational Leadership
Southern Illinois University Edwardsville
Edwardsville, Illinois 62026
USA
Phone: (618) 650-3293
Fax: (618) 650-3808
E-mail: yliu@siue.edu
<http://www.siue.edu/~yliu/>

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

January 2, 2018

To: EUE Grant

EK

From: Erik Kirk, Chair, Department of Applied Health

Re: EUE Proposal on Faculty Led Study Abroad (FLSAB) for Education and Culture in Northwest China

I fully support the EUE proposal submitted by Yuliang Liu requesting funds for the study abroad program in Lanzhou, China for May 2019. Study abroad is a life-changing event that has been found to be of tremendous benefit to college students. This proposal will help students offset some of the costs and provide more students the opportunity to take part in this important educational opportunity. If this proposal is accepted, access to a very exciting and important Study Abroad opportunity will be enhanced. Thus, the project has my full support.

SIUe
School of Education
Health & Human Behavior

Paul Rose, Ph.D.
Interim Dean
School of Education, Health and Human Behavior

0118 Alumni Hall, Box 1121
Phone: 5390 Fax: 5087
prose@siue.edu

Date: December 11, 2017

To: EUE Review Committee

From: Paul Rose (Interim Dean, SEHHB) 

Subject: Dr. Yuliang Liu's EUE Application for a SU19 Travel Study

I have learned of Dr. Yuliang Liu's plans to lead a travel study to Lanzhou and other regions of China in the summer of 2019. I support his travel study plans and this EUE application. The EUE funds will be used to reduce the per-student cost for students.

Dr. Liu has led this travel study to China for several years now. Students provide very positive feedback about the travel study, and we have made several improvements to the trip with each passing year. I urge you to support the request so that students with financial challenges are more likely to apply for the trip.

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

December 20, 2017

Dear Excellence in Undergraduate Education Review Committee,

I am pleased to recommend funding by Excellence in Undergraduate Education (EUE) for the travel-study program proposed by Educational Leadership faculty, Yuliang Liu, for summer of 2019. This program will provide the opportunity for education students in the areas of general and special education, psychology and applied health to travel to China for two weeks.

As the proposal from Dr. Liu explains, EUE funding would allow students to participate in this high-impact program from low-income or economically disadvantaged groups. Success of this program also serves as a key component in the School of Education, Health and Human Behavior's efforts toward internationalization, specifically the International Training Program in Pedagogy.

Our office strongly supports this effort to bring to SIUE students an Asian experience, thus expanding our students' interest sphere to include non-western cultures. While we are delighted to see our students study abroad anywhere, we are particularly encouraged by students interested in non-western destinations and cultural practices.

Sincerely,



Mary Konya Weishaar, Ph.D.

Executive Director, International Affairs
Professor, Teaching and Learning-Special Education
Southern Illinois University Edwardsville
Campus Box 1616
Edwardsville, IL 62026
Email: mweisha@siue.edu
Telephone: 618.650.3491

Appendix 2

Illinois Professional Teaching Standards here

<http://www.usd116.org/ProfDev/usd116mentoring/resources/ipts.pdf>

ISBE	23 ILLINOIS ADMINISTRATIVE CODE	24.100
	SUBTITLE A	SUBCHAPTER b

- A) Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.
 - B) Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
 - C) Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.
- c) Diversity – The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- 1) Knowledge Indicators – The competent teacher:
 - A) Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA) and the State Board's rules for Special Education (23 Ill. Adm. Code 226).
 - B) Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
 - C) Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
 - D) Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
 - E) Understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
 - F) Understands personal cultural perspectives and biases and their effects on one's teaching.

Appendix 3

References

- Brindley, R. et al. (2009). Consonance and dissonance in a study abroad program as a catalyst for professional development of pre-service teachers. *Teaching and Teacher Education*, 25, 525-532.
- Egron-Polak, E., & Hudson, R. (2010). *Internationalization of higher education: Global trends, regional perspectives*. Paris: International Association of Universities (IAU).
- King, L. J., & Young, J. A. (1994). Study abroad: Education for the 21st century. *Teaching German*, 27(1), 77-87.
- Liu, Y., & Miner, C. (January 2017). *Benefits of an international education and culture-focused study abroad program in China*. Hawaii International Conference on Education 2017. Hawaii, USA.
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Prior EUE Support

Project Director	Project Number	Award Amount	Project Dates
Yuliang Liu	2016-010	14708	May 9-22, 2016

Prior Results

I. The PD (Yuliang Liu) received an EUE award from FY2016. The project title was "An International Education and Culture-Focused Study Abroad Program in Lanzhou, People's Republic of China". That EUE award (\$14,708) allowed 16 students to participate in the study abroad China in May 9-22, 2016 by enrolling the required education courses with SEHNB. The PD and Dr. Craig Miner from the Department of Teaching & Learning were the faculty leads of the group. The EUE award significantly reduced students' out-of-pocket cost. Due to the PD's successful fiscal management, about half of his EUE funding was not used and was later returned to the Provost Office. The program achieved these objectives: (1) introduced students to special, general, and higher education in Chinese K-12 education, as well as Chinese culture through lectures and field observations/visits; (2) helped students gain a deeper understanding of social, cultural, and political factors that significantly influence teaching and learning in 21st Century schools in education; and (3) helped students compare and contrast special, general, and higher education systems between the U.S. and China.

II. The project used the exploratory mixed methods design. Specifically, qualitative data were collected from participants' field notes and journals which were more heavily weighted than quantitative data in the analysis. The project involved the following major activities and qualitative data collection: (1) lecture/ orientation sessions in the U.S. before the trip, (2) daily morning debriefings and reflections in Lanzhou and Beijing, (3) lecture sessions at Northwest Normal University in Lanzhou, (4) daily journals, and (5) field and cultural visits in Lanzhou and Beijing. In addition, students' performances were assessed based on their participation, journals, reflection papers, and electronic portfolios. However, the quantitative data were collected using a survey based on one of the Illinois Professional Teaching Standards to evaluate the effectiveness of the program. This required standard is about Diversity (The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners). The survey had six items to be assessed against the 6 Knowledge Indicators related to the diversity standard using a 5-point Likert scale. "1" means low while "5" means high. That survey was electronically completed by students on Blackboard to examine the changes between pretest before the trip and posttest after the return.

III. Project findings indicated that the qualitative data results were reflected in several major themes which were also supported by the quantitative data mentioned previously. Overall, the study abroad program made an important impact on students' understandings of diversity as well as the similarities and differences between Chinese and American educational systems. All participants enjoyed the program and benefited professionally from it in a variety of ways. One student reflected, "This was a great opportunity to not only open my eyes and soften my heart, but to be able to empower cultural understanding, broaden my educational knowledge, and change the lives of others (as well as my own) and that is invaluable.

IV. Specifically, during the trip, students learned a lot about how the trip positively affected their understanding of (1) the Chinese culture, family, and educational systems; (2) their career choices and goals in education; (3) their interaction and socialization styles in education; (4) their understanding of similarities and differences in K-12 between both countries; (5) their understanding of how the U.S. should learn from China in K-12 education; (6) their

understanding of how special education is operated in China, as well as similarities and differences between both countries; (7) their overall personal developments; (8) their understanding of lifetime learning; and (9) their understanding of diversity especially related to second language strategies and cultural perspectives and biases. The above impacts resulting have significant implications for school teachers in the U.S. since the student population is so diversified. In summary, some findings are consistent with recent findings in the literature, but others have added new unique perspectives to the literature.

V. The PD submitted an EUE project report to Dr. Nelson in fall 2016. In addition, he presented project findings at the 15th Annual Hawaii International Conference on Education in January 2017 and at the CIC conference at SIUE in March 2017, respectively. He has also recently submitted a manuscript (under review now) to Journal of Education for Teaching for publication. Finally, a student participant, Ms. Kimberly McClellan, conducted a presentation about her trip experience in China at the Lifelong Learning Fall Speakers Series at SIUE in 2016.