The Impact of China’s Educational System from Beijing to Gettysburg

Project Narrative

Introduction

Gettysburg College (GC) is a highly selective, national, four-year residential college of liberal arts and sciences, ranked by US News and World Report as one of the top 50 National Liberal Arts Colleges. Founded in 1832, the College has a long and distinguished history, including serving as a field hospital for hundreds of soldiers during the American Civil War. The College enrolls approximately 2,600 undergraduate students consisting of 54% women, 46% men, 5% international students, and 14% domestic minorities. With a student-faculty ratio of 10 to 1, approximately 80% of GC students graduate within four years.

The mission of Gettysburg College is to prepare students to be active leaders and participants in a changing world. The College ranks fourth in the nation and is the top liberal arts college in Pennsylvania for mid-length study abroad experiences for students, according to the 2015 Open Doors Report on International Education Exchange. Three out of five Gettysburg students spend at least one semester abroad.

Over the last five years the College has made a concerted effort to focus on preparing students for personal, professional, and civic lives in an increasingly diverse society and globally interconnected world. Retreats, campus-wide forums, and a committee devoted to internationalization have spent significant time identifying opportunities for increased global awareness so that GC students develop the knowledge, skills, attitudes, and habits of engagement that will prepare them to be global citizens. The Gettysburg College curriculum includes an informed citizenship goal that requires students to complete one year of language study as well as two courses on global understanding and conceptualizing diversity.
Recognizing the growing role China plays in the global economy, trade, politics and culture, in academic year 2015/16, the College’s former Asian Studies department converted to East Asian Studies and now offers a Chinese Track as well as a Japanese Track. Through the proposed seminar, GC seeks to grow faculty expertise and experience in the region in order to expand the breadth and depth of course offerings in the Chinese Track, and expand courses across the general education curricula that discuss the impact of China and the Chinese educational system on the United States. New or revised courses could be developed in History, Comparative Education, Psychology, Globalization Studies, Cinema & Media Studies, and more.

Six local school districts (see letters in the Appendix) have also indicated interest in increasing the coverage of China in their curricula. Via the seminar, participating K-12 teachers will have a rare opportunity for first-hand experience of China as well as immersion foreign (Mandarin) language training, in order to develop an understanding of the Chinese culture, history and current issues, and incorporate this understanding into their curricula and teaching practice.

Gettysburg College, its faculty and students, and its K-12 partners are enthusiastic about expanding the college’s and local schools’ capability to teach and learn about China. Thus, Gettysburg College requests a Fulbright-Hays Group Projects Abroad grant from the U.S. Department of Education in the amount of $X.

**PLAN OF OPERATION**

Gettysburg College proposes a four-week Type 1 Short-Term Seminar Project in Beijing, China for six secondary school teachers and six faculty members led by Dr. James Udden, Associate Professor of Cinema and Media Studies whose research interests and expertise are
focused on Asian cinema. Dr. Udden lived in Taiwan for almost six years and is proficient in Mandarin Chinese.

The project directly responds to the goals of the GPA program to promote, improve, and develop modern foreign languages and area studies at varying levels of education, and help integrate international studies into an institution's or school system's general curriculum.

Participating faculty and K-12 educators will be immersed in the study of the Chinese language and culture. The study will cover China’s historical, cultural, economic and political background, with an in-depth focus on how all these forces shaped and continue to shape their educational policies and practices. Participants will also acquire firsthand resource materials for curriculum development in their disciplines, develop new and revised curricular products, and actively participate in the development and post-travel dissemination of curriculum to other colleges and K-12 schools who are also interested in internationalizing their curricula by expanding their coverage of China in the curriculum. Ultimately, the project will increase the number of internationalized classrooms in rural Adams County Pennsylvania (and surrounding areas) and help transform classroom learning at GC and local K-12 schools.

The Gettysburg College faculty already possess a remarkable global expertise, which is reflected in the eight modern languages they teach in language departments, as well as the number of non-language courses with international content. GC faculty and administration are eager to expand the international content in the curricula as evidenced by the fact that the majority of institutional grants for summer projects are awarded to faculty for projects that are international in nature and result in additional international content. Expanding faculty expertise related to the Chinese language, culture and education is, perhaps, the most efficient means by which the College can further internationalize its campus. While GC already provides
exceptional global study experiences for its students, the seminar in China will create lasting
change in the GC curricula by expanding the coverage of China across various disciplines and
increasing the faculty expertise related to this strategically important country.

Local school districts also recognize the importance of providing their students with better understanding of the world outside the United States in general, and China in particular. K-12 teachers in the surrounding areas, however, do not have many opportunities to be exposed firsthand to cultures outside the U.S. or to receive immersion foreign language training, which limits their ability to develop an international understanding of world cultures, history and current issues and incorporate this understanding into their curricula and teaching practice. Mandarin has become an increasingly popular online course offered by some school districts so having teachers familiar with the basics of the language is an additional benefit for schools as teachers could encourage more students to enroll in Mandarin courses and continue learning to achieve higher proficiency levels.

An overseas seminar focused on increasing international competency, particularly as it relates to China, of faculty and K-12 educators provides the greatest opportunity to reach all students, including those who do not study or travel abroad.

Objectives

The objectives of this seminar align with the purpose of the Fulbright-Hays GPA program by providing training and curriculum development in modern foreign languages and area studies. The seminar will promote the integration of international studies into a wide variety of courses and curriculum levels; increase linguistic (Mandarin) and cultural competency among U.S. educators; and focus on a particular aspect of area studies (educational practices and policies in China). The four specific objectives of the seminar are:
1. **Area Studies and Cultural Competency:** To develop and disseminate new knowledge of content area and interdisciplinary K-20 curriculum resources for:

   a. *Understanding the traditional values and structures of China’s education system and the forces shaping its future direction at the primary, secondary, and post-secondary levels; and their implications for the U.S.*

China’s education goals, especially as they relate to its aspirations as a major global power and trade partner, are relevant to faculty members in the humanities, social sciences, sciences, and area studies as well as K-12 teachers. The group will study the cultural and historical foundations of the Chinese education system as well as the changes currently taking place. Participants will study the system at two levels, looking first at the larger policy context and then at how those policies play out in the classroom. The group will participate in academic lectures, site visits, group discussions and interviews.

   b. *Knowledge and understanding of the Chinese culture to encourage intercultural communication skills.*

Gettysburg College places a high degree of importance on a student’s educational experience in the classroom. With the growing number of Chinese students on campus, better understanding of the Chinese culture will help create more opportunities for robust classroom dialogue and closer social interactions between American and Chinese students, which ultimately benefits the American students at least as much as the Chinese students. Increased cultural competency will occur through lectures, readings, visits to sites of cultural significance, interaction with Chinese colleagues, Mandarin language instruction as well as individual research and curriculum projects and explorations. Participating K-12 educators will be encouraged to reach out to GC’s Chinese students and American students studying Chinese language and culture and invite them to their
classrooms to enhance their curricular projects with personal contacts and direct intercultural experiences.

2. **Curriculum Development**: *To foster collaboration and interdisciplinary curriculum development that will result in new and/or enhanced K-20 courses.*

Faculty participants will be expected to develop a new course or revise at least one existing course to include experiences and information from the seminar. Each K-12 school teacher will be expected to develop a unit/module or revise a portion of a course, as allowed by the district, to include new knowledge gained from the seminar. Both groups will also be expected to develop activities that involve interactions between American and Chinese students and alumni to strengthen intercultural learning and communication skills of GC and K-12 students.

3. **Mandarin Language Competency**: *To achieve familiarity with Mandarin among the participants.*

Mandarin language instruction will allow faculty and teachers to bring some familiarity of the language back to Gettysburg. The project will include 65 hours of Mandarin instruction (5 hours during pre-departure and 60 hours during the overseas phase) as well as opportunities for daily language practice during the seminar. Faculty and local K-12 educators will be encouraged to continue working on their language skills when they return to campus using resources available from Gettysburg’s Language Resource Center.

4. **Institutional Collaboration**: *To create opportunities for ongoing collaboration and partnership between Gettysburg College and K-12 school districts with Chinese partners.*

Opportunities for ongoing collaboration will be enhanced by technology and allow for potential faculty research collaborations and classroom connections at both the K-12 and post-secondary levels.
**Participant Recruitment & Selection:**

Informal outreach to faculty and local K-12 districts has already started. Project leadership already has a preliminary list of faculty who have expressed interest in the GPA experience in China and six school districts have expressed support. Formal recruitment and selection activities will start as soon as notification of award is received. Opportunity to participate in the GPA will be announced to the GC faculty at a full meeting of all faculty, via the faculty listservs and departmental flyers and meetings. K-12 educators will be invited via their superintendent. Participants will be selected on a competitive basis. Selection will be made by a committee and will be based on the application form, a narrative explaining reasons for participation in the project and explanation how it will impact their professional practice, a letter of support from applicant’s supervisor, and a CV showing evidence of experience and ability in implementing innovative curricular designs.

The committee will aim for a mixture of participants from different disciplines in order to enhance interdisciplinary learning opportunities. It will also seek diversity with regard to ethnicity, gender, and age.

The GPA committee will consist of six members:

- Dr. James Udden, Associate Professor, Cinema & Media Studies, Project Director
- Dr. Elizabeth Lavolette, Director of the Language Resource Center and Lecturer, Senior Personnel
- Ms. Rebecca Bergren, Dean of Global Initiatives & Director of the Center for Global Education, Senior Personnel
- Dr. Jack Ryan, Vice Provost
• Dr. Alan Perry, Professor and Chair of Italian, Director of the Center for Language and Intercultural Communication

• Dr. David Powell, Associate Professor and Chair of Education Department

**Equal Access:** The GPA committee will review applications and select participants based on the above criteria. To ensure equal access and equitable treatment, the committee will follow the GC equal opportunity policy (described in more detail in Section 2: Key Personnel) in the selection of the participants for the Fulbright-Hays GPA. All participants will be citizens, nationals, or permanent residents of the United States and current full-time employees of GC or participating K-12 schools. They will all have teaching and/or administration responsibilities directly related to appropriate educational programs or disciplines.

**Pre-Departure Phase**

All participants will be required to participate in the pre-travel training, lectures, workshops and Mandarin language instruction. During this phase, they will also begin to solidify potential course offerings and/or curricular modules to develop or revise.

Pre-seminar activities will consist of both online and face-to-face activities during the semester preceding the departure. A discussion forum/listserv using Moodle will be created to share information with the group, including itineraries, updates, links to readings and other materials as well as comments related to participants’ interests. The group will also have 14 face-to-face meetings throughout the spring semester. The pre-departure semester will consist of 18 hours of meetings/workshops, including 5 hours of face-to-face Chinese language study. The Project Director and senior personnel have already begun recruiting faculty with expertise in China to help lead pre-departure lectures. Lectures will cover topics such as Chinese education, political system, economics, condensed history of China, Chinese art and religion as well as
contemporary culture and intercultural communication. Pre-departure activities will also include a lecture and practicum on Chinese food to learn about proper dining etiquette, and a meeting devoted to discussions of travel logistics, security and safety issues as well as the goals of the project, participants’ expected outcomes, and how they will be evaluated. Each participant will have to sign off on Terms and Conditions for the project. The final activity before departure will be a videoconference with David Moser, the overseas program director to discuss the schedule, last minute updates and issues.

Chinese instruction will be provided by GC Chinese teaching faculty, Ms. Yingjia Zheng. Ms. Zheng has been teaching at Gettysburg College since 2014 and has a certificate in teaching Chinese as a foreign language from Columbia University. Another 10 hours will be offered using online language platforms, such as Transparent Language and Mango Languages. Both platforms individualize instruction to adjust it to each learner’s proficiency level and interests. The project Director and senior personnel will recommend specific resources from each platform, oversee their usage by participants, and answer language-related questions, in consultation with the Chinese faculty.

**Overseas phase (language, presentations, workshops, cultural activities)**

During the overseas phase, all participants will be required to engage in learning activities, curricular development workshops and discussions, and other immersion experiences described in the narrative and in the attached itinerary.

The GPA will be an intense, interdisciplinary engagement with the language, history, culture, and everyday life of modern China through the lens of its educational policy and practice. It will provide participants with a rich interplay of resources, seminars, and site visits.
The group activities in China will be coordinated by the China-based study abroad organization CET Academic Programs. The group will be based in Beijing on the campus of GC’s Chinese partner Capital Normal University. From there, the group will travel to numerous sites throughout the city as well as other sites within driving distance from Beijing.

Two levels of Chinese language will be offered for 2.5 hours each weekday. These classes will have a focus on survival Chinese (mainly listening and speaking) and achieving a functional familiarity with the spoken language, but will include reading and writing components to lay a solid foundation for future study of the language. Depending on the levels of the participants, there will be a basic, beginning course and an intermediate course for participants with some background in the language. In addition, a seminar-type lecture/discussion section will be held after lunch each weekday. This will be a series of lectures focused on modern China and issues relevant to education in China. Visits to local schools and historical or cultural activities will be held some afternoons. Participants will also be encouraged and prompted to practice their Chinese during their daily activities out in the community.

Generally, on non-travel week days, the daily schedule will usually be as follows:

- **8:30 am -11:00 am**  Chinese instruction
- **11:00 am -12:00**  Individual meetings with Chinese colleagues for research and professional networking
- **1:00 pm – 2:30 pm**  Lecture by invited scholar
- **2:30 pm – 6:30 pm**  Free time for independent research/course development or site visit (language practice in the community)
- **Later**  Dinner and cultural activity or free time
Weekends will be devoted to site visits and participants’ unstructured time to explore on their own.

At least 3 hours per week will be scheduled specifically for curriculum project research, which will be guided by local scholars. During weekly group meetings, participants will reflect on their experiences so far and provide formative evaluation feedback to program organizers as well as updates on the progress in development of their curricular units. Cultural events such as performances, music concerts, poetry readings, and films will be scheduled on some evenings. A detailed daily schedule is provided in the appendix.

In order to chronicle the group’s experience and its intellectual journey, and to provide insights for GC faculty at home, a group blog will be established and updated daily. The team members will share the responsibilities for daily updates. Faculty at home, K-12 teachers in participants’ schools, and the general public will have opportunities to ask questions and post comments and suggestions for seminar participants.

Seminar participants will be paired with Chinese faculty, university students, and school teachers for discussions, reflections, and mutual mentoring. The Chinese coordinator will provide an orientation to the Chinese educators/mentors, and the Project Director will oversee and monitor the mentoring activities, which may include assistance in curricular research, job shadowing, informal outings, etc.

*Academic focus of the project: China’s Education System*

China is a vital area of study due to its growing importance to the United States. China not only has the world’s largest population, with over 1.36 billion people\(^1\), but it is also one of the world’s largest economies. According to the U.S. Department of State, “China is currently the third largest export market for U.S. goods (after Canada and Mexico), and the United States

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is China’s largest export market.” The U.S. Department of State has also identified Mandarin as a priority language for its National Security Language Initiative.

The Chinese educational system rooted in China’s national exams, known as gaokao, has served as the channel for getting ahead in Chinese society since the 10th century. “The intense expectations for learning woven into the age-old exams—not to mention a longstanding Confucian faith in literacy that still underlines Chinese culture—continue to produce stereotyped whiz-kids in math and graduates with extremely sharp memories, at least according to their performance on international assessments.” This system has, it seems, contributed to the growth of the Chinese economy so far, but it has failed to produce similar levels of success in scientific research, artistic and creative endeavors, and technical innovations. The Chinese government has embarked on educational reforms trying to find a new model that combines the strengths of China’s traditions with ways to educate its youth to be more competitive in the creative aspects of the global marketplace. These reforms are in the process of being shaped, which makes this a very interesting time to study the Chinese educational system. The in-depth study of both the traditions and the new forces shaping its future direction will give participants an opportunity to investigate the dynamics between education and economy, education and political change, education and social mobility.

Investigating questions such as the ones listed below will provide faculty with opportunities to incorporate new themes into courses in the social sciences, sciences, humanities, foreign languages, and area studies: What can US teachers learn from the Chinese educational system that will improve their own teaching in the US? How has the traditional primary,

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2 US Department of State - http://www.state.gov/r/pa/ei/bgn/18902.htm
secondary, and post-secondary system benefited and hindered students? How has it influenced China’s position as a world economic power? How are issues of inequality in the Chinese education system being addressed? How do policies and problems parallel educational challenges in the U.S.? How will the direction of educational reforms in China impact the global competition? How will American students compete with Chinese students for jobs in the global marketplace?

**Post-overseas phase**

Post travel, all GC faculty and K-12 educators participating in the project will be required to develop curricular products that they will incorporate into their teaching, develop (upload) easily accessible online resources for other educators, and participate in at least two dissemination activities intended for other educators and/or the community.

One of the participants, the GC Language Resource Center Director Dr. Elizabeth Lavolette, will develop an extracurricular extensive reading program for GC students who are studying Mandarin. This program has already been piloted for students learning Japanese with great success, and developing the program for Chinese learners requires a basic level of Mandarin literacy and the opportunity to gather appropriate books for students to read during the overseas phase, in addition to consulting with experts in acquisition of Mandarin as a second language. The extensive reading program will expose students studying Mandarin to books leveled such that they can enjoy reading and gain vocabulary knowledge, reading proficiency, and reading fluency. It will also introduce them to the concept and rules of extensive reading, which will help them continue to improve their reading proficiency after they graduate. In addition to facilitating the extensive Mandarin reading program, the Language Resource Center Director will further share the insights that she gains from the GPA via workshops and lectures.
provided for GC language faculty, local K-12 language teachers, and language educators throughout the US on the language teaching methods she observes and studies in China. Finally, the Language Resource Director will benefit from participating in this program by being better able to support the teaching of Chinese at GC through providing resources and pedagogy support.

One month after returning from the overseas seminar, a follow-up online meeting will be held to discuss the curriculum projects and develop a schedule of dissemination events, including presentations on the GC campus, K-12 districts and in the community, conference submissions, and publications.

Within five months after the overseas experience, participants will submit their final curricular products. New or revised course outlines will then be submitted to the college and district-level curriculum committees for review and approval.

Participants will be required to upload the resource materials resulting from the trip to the project website to make them available to other faculty and K-12 teachers. These resources will be linked to the websites of all school districts represented in the project. Participants will also list related topics they are available to present on either in person or via distance learning interactive broadcasts. Project website will include a calendar of presentations, lectures, discussions and other events related to the project and to China in general. Gettysburg College has experience creating this type of website (https://cpsfellows2016.wordpress.com/). Gettysburg College faculty will present at a Friday Faculty Lunch on campus for other faculty.

In the spring of 2018, Gettysburg College will host a professional development workshop to showcase the project and its outcomes. In addition to the GC faculty and K-12 teachers from local districts, faculty from the Pennsylvania Consortium for the Liberal Arts will also be invited. The event will include presentations and discussions of the curricula, lesson plans, online
resources, and any other products that are available to share. The presentations will be disseminated via the websites of the collaborating partners.

Elizabeth Lavolette, one of project’s senior personnel, will also submit a proposal to host a panel at a conference such as the Northeast Association for Language Learning Technology or the American Council on Teaching of Foreign Languages.

*Project Deliverables:*

The project will result in the following deliverables:

1. Based on the experience and field research by the GC faculty, the faculty will revise current course offerings and/or develop new curriculum to expand the college’s East Asian Studies and related disciplines. Each faculty member will be required to work on revising/enhancing/creating at least one course, develop a related assignment, and create two new lectures/presentations to be included in their existing courses.

2. Developing new courses is not an option for K-12 teachers so they will develop learning modules to be incorporated into their existing curriculum. Each participating teacher will develop at least one module and an associated assignment. Teachers will be encouraged to collaborate on modules and assignments to make them interdisciplinary. Courses that could be impacted include World Cultures, Global Economics, Sociology, among others.

3. An accessible, well organized online repository of resources resulting from the seminar, including all curricular products, additional materials, visuals, pedagogical practices and Mandarin language resources as well as professional development presentations. It will be modeled after repositories developed by previous GPA projects, such as the ones led by the University of Texas at Austin
4. Dissemination activities to other colleges, K-12 districts and the community.

Management Plan

Project Director Udden will be responsible for leading all project phases, participating in the trip, and coordinating logistics with other senior personnel as well as for the project’s administrative and financial management and for submitting all reports required by the GPA program. Director Udden will be assisted by Elizabeth Lavolette for all phases of the trip and by Rebecca Bergren for pre-departure logistics. During the trip, Dr. Udden will be responsible for leading all discussion groups related to course revisions and general reflections. Dr. Lavolette will be responsible for gauging participant experience with the language component, and making adjustments as necessary. Both Dr. Udden and Dr. Lavolette will coordinate any logistical issues with the China hosts, CET. Expertise of all Gettysburg College key personnel are described in the Key Personnel section.

The project partner in China is CET Academic Programs (www.cetacademicprograms.com). CET is a study abroad organization based in Washington, DC that has been developing and delivering innovative educational programs abroad since 1982. GC has been working with CET on study abroad programs for students for over 10 years.

Originally “China Educational Tours,” CET began operations in Beijing, later expanding to other cities in China and then to other countries around the world. Today, CET is staffed by over 60 full-time employees and offers semester and summer study abroad programs in Brazil, China, the Czech Republic, India, Italy, Japan, Jordan and Vietnam, as well as short-term,
customized programs worldwide. CET is known for high program standards, strong academics, a nimble and collaborative approach to partnerships, and supportive services. 

**CET Experience in China:** CET’s extensive history in China began in 1982 when it partnered with Wellesley College to operate its first program: CET Beijing. As interest in China grew, CET expanded to operate CET Harbin (1988), CET Chinese Studies (2005) and CET Shanghai (2008). Today, CET maintains eight programs in five Chinese cities—Beijing, Harbin, Shanghai, Kunming and Hangzhou. Three of these programs are operated in conjunction with Middlebury College, which is world-renowned for language teaching. Across its sites, CET encourages participants to share living space with Chinese roommates, participate in immersive excursions, and take fast-paced, intensive Chinese language courses. Participants also have opportunities for volunteering, service-learning and internships placements, benefiting from CET’s vast and longstanding network of contacts in the Chinese academic, not-for-profit and business spheres.

**Overseas Host University in Beijing:** The program will be based at Capital Normal University in Beijing, located near a subway station and many bus lines. On campus, there is a swimming pool, basketball and tennis courts, and a gym. The campus is surrounded by many shops and restaurants and makes for a convenient and engaging living experience.

  **Process of communication:** During the pre-departure phase, project leadership will communicate with partners in China via e-mail and phone/Skype as necessary. During the stay in Beijing, the PD will have a local cell phone to communicate with the Chinese team using the popular WeChat app, and will use Skype and email to communicate with other team members on the GC campus. After returning to the U.S., the US project team and the Chinese team will convene online to debrief and follow-up on collaborative projects and activities.

*Ways resources and personnel will be used to achieve project objectives*
The project has been designed to make effective use of all available resources to achieve project objectives. The project’s key personnel have the necessary knowledge, expertise and positions at the college to successfully implement the proposed activities and access the resources available at the college, which are described in Section 5 Adequacy of Resources. The Center for Global Education, led by Rebecca Bergren, will provide assistance to the project director with logistics and pre-travel orientation activities. Additionally, the college will also make available the facilities, supplies and communication tools for all orientation activities, as well as the post-travel dissemination, including the spring workshop, and for website development and maintenance for both the faculty and K-12 participants.

The project team will also have access to a variety of resources in China via the experience, expertise and connections of the CET partner who maintains an extensive and well-developed network of university faculty, researchers as well as schools and organizations dealing with business, culture, law, cultural preservation, entrepreneurship, health, and environmental issues. They will provide the group with access to Chinese faculty, scholars, community leaders, school teachers, guides and translators as well as other material resources that will be invaluable for participants’ research and curricular projects. Through seminars, workshops and site visits, participants will be able to strengthen their understanding of the history, society, education and culture of the host country. Scholarly engagement will be significantly enhanced by hands-on experiences through site visits and interactions with the Chinese.

2. Quality of Key Personnel

**Project Director: James Udden**, Associate Professor, Cinema & Media Studies, received his Ph.D. from the Department of Communication Arts, Film Studies at the University of Wisconsin-Madison in 2003. His dissertation topic was “Hou Hsiao-hsien and the Aesthetics of
Historical Experience”. He is currently Associate Professor and Chair of Cinema and Media Studies at Gettysburg College. His research and teaching interests include Asian Cinema (China, Taiwan, Hong Kong, Japan, Korea, Thailand and India), specifically the “political-cultural” economy behind the most prolific filmmaking region in the world; the history and political economy of film festivals; Taiwanese and Iranian “cultural diplomacy” through cinema; global media industries; media & cultural theories; the history of world cinema; national cinemas in the face of globalization; comparative film aesthetics from a historical perspective; notions of auteurism and art cinema (East and West); genre theory (including comparisons of East and West). He has published numerous articles and anthology chapters on the above subjects. He is the author of two books: *No Man an Island: The Cinema of Hou Hsiao-hsien*. (Hong Kong: Hong Kong University Press, 2009). [Note: revised edition planned for 2016, plus a translation into traditional Chinese for the Taiwanese market] and *Wu Ren Shi Gu Dao : Hou Xiaoxian De Dian Ying Shi Jie*. Huang Wenjie, translator. (Shanghai: Fu Dan University Press, 2014.) [Note: this is a translation into simplified Chinese characters of above 2009 book on Hou Hsiao-hsien] and is currently working on two book-length publications: *Celluloid Diplomacy: The Improbable, Parallel Rise of Iran and Taiwan on the Transnational Film Festival Network* and *The Poetics of Chinese Cinema*, co-edited with Gary Bettinson (forthcoming, Palgrave Macmillan). He has also made over 25 conference presentations at conferences in the United States, Europe and Asia. He is a member of the GC Globalization Studies Advisory Committee and Academic Policy & Planning Committee (including being chair for 2015-2016) and past member of the Interdisciplinary Studies Committee and Faculty Development Committee. He lived in Tainan, Taiwan from 1989 to 1994 and Taipei, Taiwan from 2000-2001. He studied Mandarin Chinese (speaking, reading and writing), September, 1989 -- August, 1992 at National
Cheng Kung University Chinese Language Center and speaks Mandarin Chinese fluently and can read it at a scholarly level. He served as Resident Director of Gettysburg College’s IDS Program in the UK (London and Lancaster) in Fall 2007, as Events Coordinator for symposium, “Island of Light: Taiwanese Cinema and Popular Culture” in March, 2002 at UW-Madison, and as Member of Selection Committee for Fulbright Applicants in Taiwan in September 2000. Dr. Udden will dedicate at least 200 hours to the project. His responsibilities as PD are described above under Project Management.

Other US Key Personnel

Elizabeth Lavolette, Ph.D. has been serving as Language Resource Center Director and Lecturer at Gettysburg College since June 2014. She received her PhD in Second Language Studies from Michigan State University in 2014. In addition to teaching advanced Japanese language classes, she is responsible for supporting language teaching and learning in all languages taught at GC, including Mandarin Chinese. To provide this support, she conducts language technology workshops for faculty and facilitates events for language students. Her past experience includes work as an instructional designer, language technology consultant, language assessment consultant, English as a second/foreign language instructor, and translator from Japanese to English. Dr. Lavolette has published articles in peer-reviewed journals in the area of language education and technology, such as Language Learning and Technology, TESOL Quarterly, IALLT Journal, and Journal of the National Council of Less Commonly Taught Languages. She has also delivered many presentations, papers, workshops, and lectures on language learning, teaching, and assessment at conferences and professional meetings, including numerous invited talks and workshops. Her research interests include computer-assisted language learning and language center design and management. Dr. Lavolette lived in Japan
between 2003 and 2006 where she taught English as a foreign language. Dr. Lavolette will devote 150 hours to the project to organize and monitor all activities related to the Mandarin language component of the program. She will travel with the group as one of GC faculty participants, but also will be assisting Dr. Udden in program implementation and evaluation.

Rebecca Bergren serves as Dean for Global Initiatives and Director, Center for Global Education, Gettysburg College as well as its Senior International Officer. She received her Master of Professional Studies (M.P.S.) in Community Services Administration from Alfred University in Alfred New York in 1990. Since 1990, she has been working in the administration of international education and study abroad programs, first at Alfred University and then at the University of Illinois, Champaign, and since 1997 at Gettysburg College. During the pre-departure phase, she will provide orientation for the participants on the essentials of the overseas experience including safety, travel, and best practices for study abroad. She will devote at least 75 hours to the project.

Key Personnel in China

David Moser, Academic Director, Chinese Studies & Internship Program in Beijing will serve as the coordinator of the program in China. David Moser holds a Master’s and a PhD in Chinese Studies from the University of Michigan, with a major in Chinese linguistics and philosophy. His PhD dissertation Abstract Thinking and Thought in Early Chinese and Classical Greek won the Rackham Distinguished Dissertation Award in 1996. He has been a visiting scholar at Beijing University and a visiting professor for five years at the Beijing Foreign Studies University, where he taught courses in Translation Theory and Psycholinguistics. Dr. Moser has also worked as a program advisor, translator and host at China Central Television (CCTV) in Beijing. Since 1992, he has appeared frequently on Chinese TV as a foreign expert, host and
occasional performer of a kind of Chinese stand-up comedy form called xiangsheng or "crosstalk." He will be responsible for coordinating and overseeing both the logistics of the program on the grounds as well as the program academic components, including the recruitment and training of Chinese teachers or faculty to be matched with project participants as well as securing scholars and specialists for guests lectures and presentations. Dr. Moser will spend at least 70 hours on the project.

**Potential Guest Scholars/Lecturers** include:

**Jiang Xueqin** -- Potential Topics: "Innovation in Chinese Education", "College Test (gaokao) Reform" or "US-Chinese Education System Comparisons"

Mr. Xueqin Jiang writes frequently on education issues for both Chinese and global media. He is a columnist for the New York Times Chinese website and for the newspaper China Youth Daily. His writings have appeared in the Wall Street Journal and Chronicle of Higher Education, and he has been interviewed by CNN, BBC, NBC Nightly News, New York Times, and New York Review of Books. From 2008 to 2010, Mr. Xueqin Jiang built and managed a study abroad program at Shenzhen Middle School (Shenzhen, China) to promote the ideas of creativity, collaboration, and critical thinking skills in China. From 2010 to 2012, he built and managed the International Division at Peking University High School (Beijing, China) to promote the ideas of global citizenship and service learning in China. In April 2014, Mr. Jiang published the book Creative China about his experiences working in the Chinese public school system. He is currently Deputy Principal of Tsinghua University High School (Beijing, China).

**Professor Sang Guoyuan**

Sang Guoyang is an emerging influential scholar in the fields of teacher education, information and communication technologies (ICT) in education, curriculum and instruction theory,
educational anthropology, and multi-cultural theory. Professor Sang received his PhD from Beijing Normal University and University of Ghent, Belgium. He was included in the Elsevier 2015 List of the Most Cited Chinese Researchers.

*Naixiang Feng* --- Potential Topics: Trade, economic inequality, business practices in China

Prof. Feng Naixiang has taught in the School of International Studies at the University of International Business and Economics (UIBE) for 18 years. He is now an associate professor of business English. Prof. Feng began teaching Business Ethics at UIBE in 2001, and is one of the first professors in China to teach that course in English. He teaches undergraduates, graduates, and foreign students. Prof. Feng teaches other business courses including International Marketing and Human Resource Management, both of which are in English. Currently, he is teaching two courses at TBC (The Beijing Center for Chinese Studies). In the past Prof. Feng has been a guest lecturer at Reims Management School (France) and Loyola University (USA). He has taught in such institutions as China Global Chemical Engineering Corporation, China-USA Business University, and Train-Asia Consulting Company. Prof. Feng is also an honorary professor of the Honest Human Resource Training Center at Peking University.

**Non-discriminatory Employment Practices**

*Equal Employment Opportunity Commitment:* Gettysburg College is committed to equal opportunity as evidenced by its Equal Opportunity Declaration (http://www.gettysburg.edu/about/offices/president/hr/guidelines_procedures/employee_handbookksection2.dot), which states: “In order to provide equal employment and advancement opportunities to all individuals, employment decisions at the College will be based on merit, qualifications and abilities. The College's employment practices will not be influenced or affected by an applicant's or employee's race, color, national origin, gender, religion, sexual
3. **Evaluation Plan**

The purpose of the Evaluation Plan is to allow Gettysburg College to assess the success of its GPA project in reaching its stated objectives. Through this evaluation process, GC will be able to measure the impact of the various activities proposed. The evaluation activities will be carried out by Dr. Udden, the Project Director, and Dr. Lavolette.

The following questions, linked to the project objectives, will guide the evaluation:

- To what extent did the GPA project increase the faculty, K-12 educators’ and the community knowledge of the Chinese education, culture and current issues?
- To what extent did the GPA project contribute to the development of new and revised curriculum at GC and in K-12?
- To what extent did the GPA project increase Chinese language competency of participants?
- Was the project successful in meeting the priorities established by the Fulbright-Hays GPA Program?
### Framework for Measuring Success in Reaching Project Objectives

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Evaluation Questions</th>
<th>Assessment Methods</th>
<th>Success Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area Studies and Cultural Competency:</strong></td>
<td>How were materials and knowledge disseminated by participants?</td>
<td>Calendar of outreach activities (including conference presentations) will be created for a period of one year. Participants will report all completed outreach activities to PD.</td>
<td></td>
</tr>
<tr>
<td>To develop and disseminate new knowledge of content area and interdisciplinary K-20 curriculum resources</td>
<td>How successful was the internal dissemination strategy?</td>
<td>Log of number and type of presentations at GC and K-12 schools.</td>
<td>Each participant will disseminate information/materials from the project through at least two outreach activities within 6 months after returning.</td>
</tr>
<tr>
<td></td>
<td>How successful was the external dissemination strategy?</td>
<td>Project website (number of visitors)</td>
<td>List will be completed of participant internal and external outreach.</td>
</tr>
<tr>
<td></td>
<td>To what degree did the trip strengthen participants’ understanding of the Chinese education foundations and current conditions and the Chinese culture?</td>
<td>Log of articles published</td>
<td>A written analysis will be produced describing the dissemination techniques, strategies, and venues and their relative effectiveness.</td>
</tr>
<tr>
<td></td>
<td>To what degree did new knowledge about Chinese culture impact interactions between domestic and Chinese students on campus?</td>
<td>Participant portfolios</td>
<td>Pre- and post-seminar surveys will show an increase in knowledge about the Chinese education system and culture.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre- and post-seminar surveys (see sample)</td>
<td>A majority of faculty members will cite satisfaction with the seminar in terms of education focus content and resources provided, time allotted for individual research and exploration, and support for curriculum development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-trip focus group (August 2017)</td>
<td>Faculty and K-12 teachers will report involving Chinese students in their classrooms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty observations</td>
<td></td>
</tr>
</tbody>
</table>

25
<table>
<thead>
<tr>
<th><strong>Curriculum Development:</strong></th>
<th>To what extent did the team contribute to the development of new knowledge, curriculum, instructional materials, and classroom learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To what extent did the new curricula products generated strengthen GC’s institutional capacity in the areas of program development, course development, and instruction?</td>
</tr>
<tr>
<td></td>
<td>To what extent did the curricular products strengthen the instruction in participating schools?</td>
</tr>
<tr>
<td></td>
<td>What impact did the structured activities involving Chinese and American students have on their intercultural competency?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Content analysis of course offerings, consisting of a comparison of pre-trip course offerings to post-trip offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inventory of curricular products developed after the trip</td>
</tr>
<tr>
<td></td>
<td>Review and evaluation of new or revised GC courses and materials by GPA Committee and the Academic Policy and Program Committee of the College; K-12 modules/materials reviewed by district curriculum officer.</td>
</tr>
<tr>
<td></td>
<td>Inventory of joint activities developed</td>
</tr>
<tr>
<td></td>
<td>Assessment of students in revised courses and joint activities</td>
</tr>
</tbody>
</table>

The content analysis should demonstrate a concrete change in the composition of the course and major offerings.

Inventory of curricular products created, documenting changes in course offerings.

Assessments should demonstrate increased content knowledge and competency.
**Mandarin Language Competency:** To achieve familiarity with Mandarin among the participants.

<table>
<thead>
<tr>
<th>Question</th>
<th>Language Competency Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent was language competency improved upon?</td>
<td>Oral proficiency interview (OPI), language learning portfolios (August 2017)</td>
</tr>
<tr>
<td></td>
<td>Participants without prior experience learning Mandarin will score Novice Low to Novice Mid on the OPI and demonstrate this through their portfolios. Participants with prior experience will improve their proficiency as evidenced by their language learning portfolios.</td>
</tr>
</tbody>
</table>

**Institutional Collaboration:** To create opportunities for ongoing collaboration and partnership between Gettysburg College and K-12 school districts with Chinese partners.

<table>
<thead>
<tr>
<th>Question</th>
<th>Institutional Collaboration Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did the project solidify ongoing collaborations?</td>
<td>List of ongoing collaboration with project partners – List of new collaborative projects initiated</td>
</tr>
<tr>
<td>Did the project create new collaborations?</td>
<td>Host Country Coordinator and mentors Surveys (July 2017)</td>
</tr>
<tr>
<td>Was the project successful in fostering scholarly exchange?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A list of project partners</td>
</tr>
<tr>
<td></td>
<td>An analysis will be completed of the number and type of research and other collaborations created as a result of GPA project</td>
</tr>
</tbody>
</table>

Formative evaluation will include ongoing informal input from participants, a survey conducted during the pre-departure orientation and feedback gathered during weekly meetings during the overseas phase of the project. It will be used to gather information and assess the project during the beginning and middle stages, so that adjustments can be made along the way.

Summative Evaluation tools will include:

- Post-seminar survey
- Content analysis of participants’ courses and programs of study they represent
- Chinese Language Oral Proficiency Interview (OPI)
- Portfolios of project participants
• Logs of campus-based and school-based presentations conducted
• Inventory of articles published and professional on and off-site presentations conducted

4. ADEQUACY OF RESOURCES

Gettysburg College has consistently supported its goal of developing global citizens, and developed an array of programs and initiatives, which are briefly described in the Introduction. The College has multiple resources to support the proposed project. One of them is its experience in organizing and implementing successful faculty seminars abroad. In 2014, a group of seven GC faculty from religious studies, health sciences, anthropology, biology, mathematics, and education departments traveled throughout northern India to learn about food insecurity and global health. The program led by religious studies professor Megan Sijapati included lectures from local scholars, as well as a number of site visits in Jaipur, Delhi, and Agra. The group also networked with local university faculty on topics of mutual academic interests. As a result of this seminar at least five courses were enhanced/developed.

Other resources that will be used to accomplish project objectives include:

Human Resources: East Asian Studies department includes Chinese language and culture experts, in addition to experts on China in history, art, political science, religion, anthropology, and economics. The Project Director is an expert on film and media studies, Rebecca Bergren’s expertise is in study abroad and globalization issues, and Elizabeth Lavolette is a specialist in language teaching, learning and assessment.

Cultural and educational resources: As indicated in the Introduction, GC now offers an interdisciplinary Chinese Track major and minor in the East Asian Studies Program. Students are offered a structured approach to the study of Chinese history, art, language, literature, customs, culture, economy, and politics while allowing the flexibility to pursue individual areas of interest.
Students pursuing a program in Chinese Studies are strongly encouraged to study abroad for a semester or a year in China. Gettysburg College is affiliated with study-abroad programs in Beijing and Shanghai jointly administered by CET Academic Programs, Capital Normal University, and Donghua University. In addition to language study through the advanced level, the program offers a wide range of courses appropriate to the China specialization within the East Asian Studies major or minor.

GC also offers a multidisciplinary major in globalization studies, which integrates perspectives from the humanities, social sciences, arts, and natural sciences. The major consists of required courses and two tracks that students design themselves. One is a regional track and the other a thematic track that examines a topic with global implications such as justice, conflict, the environment, or human rights. Students must complete both tracks. All majors study abroad, and each collaborates closely with faculty on a capstone research project that addresses a global-scale challenge. Both Dr. Udden and Ms. Bergen are on the Globalization Studies Advisory Committee.

Gettysburg College’s Cultures and Languages Across the Curriculum (CLAC) program encourages students to use a language other than English to conduct research or complete assignments in either English or another language. The program seeks to bridge competencies within the faculty while at the same time helping students broaden their awareness of global cultures, languages, and current international issues. The program uses three models: CLAC-Immersion, which involves teaching a course in a language other than English outside of a language department (currently one course, ECON 255 Health and Poverty-Latin America, taught exclusively in Spanish); CLAC-Language component requires a student to integrate a language other than English into an additional research project or projects of substantial length.
that a student will write/perform in a language other than English (example: If a student in HIST 218 Modern Germany conducted substantial research in German for a project or projects written or performed in German that student would successfully meet the standards for this category); 

*CLAC-Culture* component, which requires students to integrate significant cultural concepts, terminology, or cultural practices of a language other than English into an additional research project or projects of substantial length that they write/perform in English. GC faculty involved in CLAC will be available to share their expertise and experience with integrating a CLAC-Culture component in courses in various disciplines with the seminar participants.

To support the learning of foreign languages, GC has a Language Resource Center (LRC), which provides access to a multitude of materials and programs for developing competency in the eight modern foreign languages taught at the college, including Mandarin Chinese. Subscription to *Transparent Language* through the library allows the study of Mandarin at any time, from anywhere.

The LRC also provides a physical space that promotes international exchange and community. This space supports both formal and informal learning opportunities and interactions such as collaborative student activities, lectures, workshops, tutoring, social interaction, and presentations related to the study of languages. The LRC supports leadership and excellence in the application, creation, and dissemination of innovations with respect to information technology, media, facilitation of student development toward global and responsible citizenship, and language and culture learning across the curriculum. To this end, the LRC provides materials for students, faculty members, and staff who use foreign languages in their studies, teaching, research, and daily lives.
Facilities and technical resources: Classrooms, language learning facilities, library resources, conference facilities and well as video conferencing classroom and technology that can be used to connect participants before and after study abroad will be made available to the project for pre-departure and post-seminar activities.

Resources in China: The group will be supported by the expertise of the CET staff in Beijing, including David Moser, the Academic Director, and bilingual staff. CET academic staff will direct the curriculum, work with the faculty, and monitor content and language courses. CET programming staff will handle housing, excursions, and day-to-day logistics, and are trained in emergency prevention and management. CET has access to highly-qualified, top-notch practitioners and faculty, and will provide scholars and guest lecturers in education and other disciplines relevant to project participants. The program will be housed at CET’s China Center at Capital Normal University, one of Beijing’s most prestigious education-focused universities, and it will have access to the university’s classroom and learning/communication resources. As listed in the itinerary, the group will have access to the area’s cultural and educational resources and sites. Additionally, a 2012 GC alumnus Lionel Hong (Fei) who lives and works in Beijing has committed to working with the group and providing local expertise as well.

5. Potential Impact of the Project

The project will impact the participating individuals, Gettysburg College and participating K-12 schools as well as the educational community at large via development of knowledge, research and curriculum as well as via the dissemination of project outputs and outcomes.

Dissemination will be accomplished in a number of ways, including:

- Participants’ presentations and workshops on GC campus and K-12 school sites, including presentations at professional development events;
• Faculty presentations at conferences and professional association meetings;
• Publication of faculty articles and research in scholarly journals and professional association newsletters and publications;
• K-12 educators sharing what they learn at in-service meetings and at professional associations.

Benefits to participants:

Short term: Participating faculty and teachers will not only deepen their commitment to and understanding of international education, area studies and language acquisition in general, but also contribute to the knowledge and curricular resources related to interdisciplinary aspects of Chinese education and Chinese studies. Their first-hand experience of China, its people, education and culture will generate a depth of understanding unattainable merely through a US-based training. Participating faculty and K-12 educators will also work together and explore the development of interdisciplinary approaches to their subject matter, particularly in the K-12 setting. These approaches may include linked classes, cross-discipline projects and assignments, and thematic learning units. All participants will also develop a greater understanding of American culture through the comparisons that are inevitable during immersion in the Chinese culture. These comparisons will be encouraged through discussions and activities before, during, and after study abroad. Long-term: Because of this experience and the knowledge and understanding gained, K-12 teachers will also become resource persons on China at their schools as well as promoters of global education in their schools and communities. Both, GC faculty and K-12 participants, will likely incorporate their knowledge and experience of China into their teaching practice now and in the future and continue to deepen their knowledge of the subject via the contacts they developed in China and further professional development.
Impact on curriculum: The production of new/revised courses, curriculum materials and establishment of a website as the online distribution channel for the curricular units, materials and other resources gathered via the project will have a tangible and enduring effect and benefit not only the college and participating K-12 districts, but also potentially educators throughout the country.

Impact on Gettysburg College faculty and students: In addition to deepening the curricular focus on China in disciplines represented by project participants, the project will also result in deeper understanding and engagement with the GC’s partners in China and its international students from China. Collaboration with partners in China and engaging Chinese students on campus in joint formal and informal learning activities is expected to improve American students’ intercultural communication skills, stimulate their interest to learn more about China and possibly increase GC student participation in study abroad programs in China and in Chinese language courses.

Impact on participating K-12 schools: The program’s impact on students in participating schools will be substantial. First, teachers will develop and implement modules/units and assignments focusing on China for their classrooms. Project participants will also likely become champions of international education and resource people in the schools/districts on China, impacting other teachers in their districts via professional development and dissemination activities as well as informal sharing and hallway conversations.

6. Relevance to the Institution’s Educational Goals

Gettysburg College is now in the process of developing its new strategic plan. Internationalization and inclusion have been selected as one of the three key strategic areas of focus. The project directly supports the proposed Gettysburg College Institutional-level Global
Learning Goals and Outcomes, which seek to ensure that students develop the *knowledge, skills, attitudes*, and habits of *engagement* that will prepare them to be global citizens able to embrace complexity and appreciate the multicultural world in which they live. The draft strategic plan also states that as part of their Gettysburg College education, students will be expected to:

- acquire the capacity to analyze global issues from diverse perspectives;
- learn how to access, evaluate, and use global sources of information effectively;
- develop linguistic and cultural competencies necessary to communicate and engage with others in a foreign environment, whether social, academic or professional in nature;
- understand their major discipline through a global lens;
- foster a respect for and curiosity about cultures other than their own, as well as cultures’ interrelationships with one another, both outside and within the United States;
- recognize their own frames of reference, privilege, and biases, embracing a critical attitude regarding their experiences;
- build respectful and reciprocal relationships and navigate differences with an awareness that their actions affect others’ well-being, all the while recognizing that they are members of an international community;
- conduct course-related, independent, and/or community-based research with local and international implications;
- integrate their study-abroad/off-campus experiences into their curricular and co-curricular activities;
- utilize their understanding of global issues to employ leadership skills and promote social change and cultural sensitivity both locally and globally.
As mentioned in the Introduction, the GC newly formed Chinese Track within the East Asian Studies department will benefit greatly from increased faculty expertise and expanded course offerings resulting from the seminar.

The project is also important for the GC’s program development in modern foreign languages, specifically in Mandarin Chinese. GC offers four years of Chinese with 59 students enrolled in all levels in 2015/16. The LRC supports Chinese language learners and instructors with materials related to language and culture. With expected growth of interest in the Chinese track and Chinese language courses, it is important to provide access to up-to-date, interesting and relevant materials in multiple disciplines. The director of the LRC, Elizabeth Lavolette will participate in the seminar and will be tasked with research and securing appropriate materials and print, audio and visual resources to improve the support for the learners and teachers of Mandarin at all levels.

7. **NEED FOR OVERSEAS EXPERIENCE**

When the opportunity of applying for GPA funding first became available, the faculty were surveyed to determine the geographic area of interest and need. Overwhelmingly, China received the most interest and support as most faculty believe that increasing their knowledge and understanding of China would most benefit them professionally, and be of greatest benefit to the college as a whole and their students as well as students in the local K-12 districts.

The number of Chinese students studying in the U.S. has increased by 138% from academic year 2010 to academic year 2015\(^5\). Gettysburg College has also benefited from this trend. Over the last five years the number of Chinese students at Gettysburg has increased far in excess of this trend, from 16 in 2011/12 to 76 in 2016, or an increase of 375%. In order to

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provide a mutually beneficial learning relationship between US students and Chinese students, it is important for the faculty to have sufficient knowledge of the Chinese culture to be effective mediators and facilitators in this process.

An overseas experience is essential for accomplishing the goals and objectives of this project for a number of reasons:

1. The overseas experience brings a group of faculty and K-12 educators together for the period of four weeks and immerses them in the language, culture, and everyday life of the area they are studying, far away from daily obligations of their professional and personal lives. Without this experience, the faculty and teachers would have neither the time nor the resources to embark on the project of developing and then teaching new curriculum focusing on China.

2. There are no in-depth resources on present-day China educational policy and practice, particularly related to the current changes, readily available to support this multidisciplinary effort. Participating in seminars and conferences organized by the research universities in the U.S. affords opportunities to gain knowledge about the target country. This knowledge, however, is not necessarily directly related to the faculty members’ specific interests and needs, and even more rarely to the needs. Working with local scholars as well as faculty colleagues in China will give all participants the support they need to accomplish their goals. Participants will also be able to experience the “Chinese classroom,” which is quite different from its American counterpart. As they become acquainted with their Chinese disciplinary partners, it will help them understand how their subject matter is taught to Chinese students and how it is perceived by Chinese faculty and scholars.
3. There is also the ‘magic’ of shared experience that amplifies each individual person’s experience and activities. It can build new and stronger partnerships, which are anchored in common experience and understandings. Learning while being in the locale being studied involves total immersion. It involves the sights, sounds, tastes, smells and feel of the place. All these experiences interact in the mind of the learner to produce insights that cannot be attained via readings and media.

4. Past experience tells us that seminars abroad are effective in internationalizing curricula. Gettysburg College has had some small-scale success internationalizing curricula via faculty travel abroad through two faculty seminars sponsored by the Christian A. Johnson Endeavor Foundation to India (2014) and the Balkans (2016). Faculty who participated in the 2014 ten-day seminar to India have already revised their courses based on the experience. As an example, the faculty seminar in India was Assistant Professor of Education Divonna Stebick’s first time in a developing country. Dr. Stebick was first inspired to apply for the seminar due to the changing demographics in her education classes at Gettysburg. During recent semesters she noticed the importance of understanding a global perspective because a shared educational background was slowly disappearing. Dr. Stebick’s personal experience talking to students, teachers and scholars in India allowed her to creatively adapt her course, EDUC 332: Cultural Impact of Young Adult Literature & Media, which she taught in the fall semester. Dr. Stebick added an international perspective to the course, incorporating Skype sessions with a contact she met in India to help lead book talks as part of the course discussion.

At Gettysburg College, we encourage all students to study abroad and to immerse themselves in the language of that country. It seems appropriate to expect the same of their
instructors so the college strives to provide similar opportunities to its faculty. This is an important opportunity to enhance the faculty’s and local K-12 educators’ cultural and linguistic competency so they can educate and inspire their students to assume active roles in efforts to resolve global challenges and to become informed contributors to a more peaceful, tolerant, inclusive and secure world.

9. Competitive Preference Priority 1: Application from Selected Institutions and Organizations

New applicant: Gettysburg College has never received GPA funding before and therefore qualifies for this CPP.

10. Competitive Preference Priority 3: Substantive Training and Thematic Focus on Priority Languages

Gettysburg College qualifies for Competitive Preference Priority 3 because the project will include substantial language training in Mandarin. Prior to departure, participants will be encouraged to take advantage of the Gettysburg College Language Resource Center as well as required participation in a 5-hour introduction to Mandarin through pre-departure workshops. Overseas, participants will receive approximately 60 hours of Mandarin language instructions through 2.5 hours of classroom instruction every weekday for the total of 50 hours. Mandarin classes will be held each morning and will be available both at the beginner and intermediate levels. Participants will receive weekly feedback from the instructors as well as a pre-test and a post-test for evaluation purposes. Additionally, each day, participants will receive linguistic tasks for practice in the community during their afternoon activities, which will account for additional 2.5 hours each week (10 hours total), bringing the total number of language instruction and practice in China to 60 hours.
11. Competitive Preference Priority 4: Inclusion of K-12 Educators

Gettysburg College meets the requirements for Competitive Preference Priority 4 because the project will include 50% (six) middle school/high school teachers. Gettysburg College has already extended participation invitations to 10 local school districts and has received confirmation of support from six of them. As detailed in this proposal, the project will hold a competitive application process to select local teachers for participation. Applicants will be expected to demonstrate a plan for curriculum adaptation based on the theme of the seminar. Local teachers will participate fully in the entire seminar, including pre-departure and post-seminar activities.