BEYOND FOOD, FAMILY, AND FESTIVALS: TEACHING CULTURE IN A TRANSFORMATIVE WAY

University of Minnesota-Confucius Institute

Kaishan Kong, PhD
WORKSHOP OUTCOMES

• I can understand the rationale and considerations behind my program curriculum design.

• I can analyze previous students' learning outcomes and adapt approaches to fit in my own programs.

• I can identify strategies to create a learner-centered and reflective classroom.
WHY THIS WORKSHOP?

• STARTALK Principle: Facilitating a Learner-Centered Classroom

• Who Am I?

• Why does it matter?
PROBLEM OF PRACTICE

• Our program:
Teaching and Assessing Chinese Culture and Language Authentically

• Goals
  • Cultivate a critical understanding of culture
  • Develop skills in teaching Chinese language and cultures
  • Transform everyday artifacts into cultural learning
Constructive and Reflective Discussion On:

- What are Chinese cultures?
- What are authentic cultures?
- How can we create authentic cultural resources?

We want to help the teacher participants develop their understanding of cultures beyond food, family and festivals, and achieve transformative learning experiences through a learner-centered classroom.
SOLUTION: CURRICULUM DEVELOPMENT
Curriculum Development

- **Step 1**: Identify and synthesize our goals, strengths and challenges.
- **Step 2**: Analyze data and create a reflective pedagogy model.
- **Step 3**: Implement activities and examine learning outcomes.
Step 1: Identify and synthesize our goals, strengths, and challenges.

- **Strengths**
  - Uniqueness and importance of the topic
  - Scholars, practitioners, resources at the Confucius Institute
  - Effective and well-received activities

- **Challenges**
  - Lacking a systematic model for the entire curriculum design
  - Teaching and reflecting are separated
Step 2: Analyze data and create a reflective pedagogy model.

• Examining previous participants’ lesson plans, presentations, reports

• Lessons from the past
  • Approaching sensitive topics in a constructive yet empathetic way
  • Cultivating a growth mindset.
  • Balancing theories and practice: ACTFL 5C

• A learning curve for both the instructors and the participants
Five-Dimension Reflective Pedagogy Model for Teacher Education

Step 3: Implement activities and examine learning outcomes.

- Environment --- reflective community --- classroom policy & daily routines
- Readiness --- scaffolding --- examples, prompts, modeling
- Diversity --- various forms of reflection --- free writing in either English or Chinese, pair sharing first
- Autonomy --- self-regulation --- sharing explicitly the rationales and purposes of teaching, open discussion on the use of reflection
- Dual identities --- building connections between a learner and teacher identity --- learner and teacher role shift and transfer
STRATEGIES FOR APPLICATION
Strategy #1. Integrating Theories and Practice

- Guest speakers
  - Cultural artifacts
  - Cultural activities in study abroad
- Site visits
  - Experiencing a language class
  - Adapting resources
  - Cultural scavenger hunt
- Mini teaching
  - Peer observation
  - Reflection
Strategy #2. Engaging Participants in Reflective Learning

- Cultural quilt
- Cultural growth roadmap
- Participants’ identities
Strategy #3. Creating a Constructive Environment

- Reflective writing
- Approaching sensitive topics
- Tool-kit time for sharing
EXAMINING PARTICIPANTS’ LEARNING OUTCOMES
**POTENTIAL PROBLEMS**

Problem: Participants’ static view of culture and resistance to reflective pedagogy

**Tip:** Multidimensional pedagogy to support the reflective approach

Problem: Participants’ uncertainty in practice

**Tip:** Modeling how to adapt reflective teaching in various contexts

Problem: Trainers’ collaboration

**Tip:** Sharing the same goals and utilizing individual expertise
ADAPTING SOLUTIONS

Share with your partner(s)

• 1 strategy that you would like to try and

• How would you adapt the strategy to suit your context?
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REFERENCES


CONCLUSION

• Kaishan Kong
kongx157@umn.edu; kongk@uwec.edu

• University of Minnesota-Confucius Institute
http://confucius.umn.edu/