

SIG Final Report Format

Date: 8/14/2015

A. Name & Title of Principal Investigators (include Department & College Affiliation)

<u>Name & Title of Principal Investigator(s)</u>	<u>Department & College Affiliation</u>
Binyao Zheng, Professor of Educational Psychology and Research	Secondary and Middle Grades Education Bagwell College of Education

B. Project/Program Name:

Comparative Study of Educational Reforms in the U.S. and China

C. Project ID:

D. Dates Covered by this Report: 7/1/2014 – 8/14/2015

E. Type of Grant: The International Research & Scholarship Grant

F. Total Amount of Funding Awarded: \$10,000

G. Total Amount of Funding Covered by this Report: \$7,541

H. Report Certification:

I confirm that the information contained within this associated report for SIG Initiative funding is accurate and complete to the best of my knowledge. I further confirm my intention to continue implementation of this award according to the policies and procedures of the Board of Regents of the University System of Georgia and Kennesaw State University.

<u>Name & Title of Principal Investigator(s)</u>	<u>Signature of Agreement</u>	<u>Date</u>
Binyao Zheng, Professor of Educational Psychology and Research		

**Final written reports are due by August 15 for all awards*

Narrative:

1. *Please describe the activities completed in support of the stated goals and objectives/outcomes for this grant. If your award required quarterly reports, please describe both the activities completed in the past quarter and the overall progress made toward the stated goals and objectives.*

Data Collection and Presentation Trips to China:

Supported by the SIG award funding, I made two trips to China for data collection along with presentations. The first trip was made November 14 – 30, 2014. Major activities and products with this trip included:

- Visited Beijing Normal University's Teacher Education Research and got editors' feedback on my paper on U.S. Character Education.
- Visited Hubei University of Education (HUE) for joint research projects.
- Coordinated by HUE, visited an elementary school and a middle school in Wuhan. Did data collection in the schools by interviewing teachers and administration on current educational reform in China. Observed student activities.
- Made a keynote presentation at Hubei Teacher Education Forum in the City of Shiyan. Presentation was entitled "Approaches and New Development in U.S. Teacher Education."

The second trip was made May 14 – June 2, 2015. Major activities included:

- Visited Hubei U. of Education and worked with co-researcher Dr. Huasheng Xiong and his assistants.
- Visited Guang Gu Middle School and Shipailing Elementary School. Observed classes and had interviews with school teachers and administrators about Chinese educational reform.
- Delivered a presentation to faculty members of Hubei U. on Educational Research Methods.
- Attended the national conference on Class Management and made a presentation on Research Methods in the Study of Class Management.
- Visited Peking University. Made a invited presentation on Constructivism and Its Applications in Teaching. Discussed with audience about Chinese and U.S. educational reform.
- Attended and made an invited presentation at Shandong Province Annual Conference on Learning Facilitation and Faculty Development. Conducted survey on U.S. and Chinese educational reform. (See attachment -- Survey instrument)

During this year I made six professional presentations (two in the U.S. and four in China) and developed two papers for publication with the project.

Presentations:

- Zheng, B. (2015). *Applying Constructivism for Active and Deep Learning*. An invited presentation on best practices in U.S. education at the Annual

Conference of Learning Facilitation and Faculty Development of Shandong Province. (Shandong University, Jinan, Shandong, China, May 31).

- Zheng, B. (2015). *Constructivism and Its Applications in Teaching*. An invited presentation analyzing and comparing U.S. and Chinese educational theories and practices in the College of Education and the Educational Qualitative Research Center, Peking University. (Beijing, China, May 25).
- Zheng, B. (2015). *Research Methods in the Study of Class Advisor*. An invited presentation addressing the study of classroom organization and management in China in comparison with U.S. approaches at the 2nd National Round Table Forum on the Study of Class Advisor. (Central China University of Science and Technology, Wuhan, Hubei, China, May 22).
- Zheng, B. & Xiong, H. (2015). *Class Organization and Management: A Comparison of American and Chinese Practices*. A paper presented at the annual conference of the Association of Teacher Educators (ATE), Middle Level Educator SIG session. (Phoenix, Arizona, February 14-17).
- Zheng, B. (2014). *Approaches and New Development in U.S. Teacher Education*. An invited keynote presentation at Hubei Province Teacher Education Consortium Forum. (Yunyang Institute of Teacher Education, Yichang, Hubei, China, November 28-30).
- Zheng, B. (2014). *Pros and Cons in U.S. and Chinese Education: A Survey with Chinese College Students, Faculty Members and Administrators*. A paper presentation at the annual conference of Georgia Educational Research Association (GERA). (Savannah, GA, October 16-18).

Publications in Progress:

- Zheng, B. *Pros and Cons in U.S. and Chinese Educational Practices: A Survey with Chinese College Students*. A paper accepted by *Georgia Education Researcher*. Georgia Southern University. (In progress)
- Zheng B. & Wang P. *Perspectives and Approaches of Character Education in the U.S. and China*. A paper accepted by *Teacher Education Researcher*. Beijing Normal University, China. (In progress)

These presentations and papers presented the initial findings and analysis of U.S. and Chinese education on some of the topics including educational theories and practices, assessment, and teacher development. In the second year I plan to have more of these outcomes published while continuing with more data collection.

2. *What impact did your grant make toward advancing KSU's Strategic Plan for Internationalization? If your award required quarterly reports, please describe both the impact this past quarter as well as the overall impact.*

This year the study focused on data collection with site visits involving interview, observation and survey. The study has been warmly received by U.S. and Chinese audience. My experience and outcome with the project has been shared with students and colleagues on and beyond KSU

campus. The last quarter was more productive with the May – June trip to China. The presentation at Peking University was very exciting with enthusiastic discussion on educational theories and practices in the U.S. and China. The study continues to contribute to KSU's globalization of the curriculum and world collaboration in education.

3. *Were there any unanticipated results, either positive or negative, that you have not already described above or in previous quarterly reports? If yes, please describe the implications as well as possibilities for follow-on programs/projects.*

With the SIG project I had the wonderful opportunity to visit and present at Peking University. I know that educators and graduate students in China were pretty much knowledgeable about U.S. educational system, but I did not predict that they were that interested in U.S. theories and practice like with Constructivism as I met at Peking University. Same with U.S. audience. My graduate students and the ATE and GERA conference participants were very interested in Chinese organization of classes when I shared with them what I saw with my visits. These “unexpected” interests encourage me to continue with the project with more and in depth study on these and other topics about U.S. and Chinese education.

Budget Report

**This is not a request for payment. This report should only reflect costs already submitted for payment through IGI and how the actual cost of items may have differed from the expected costs listed in your proposal.*

<u>Item</u>	<u>Expected Cost</u>	<u>Actual Cost</u>	<u>Funds from Other Sources</u>	<u>Total</u>
Travel for data collection and presentation	6,500	7,541		7,541
Co-PI expenses	3,500	0		

Budget Narrative

Use this space to explain clearly your use of funds for the duration of this program/project, as well as how and why your actual use of funds differed from your expected use of funds.

My use of the funds this year included two international trips to China for data collection and presentations and two domestic trips for conference presentation. Funds used for PI exceeded the planned budget since I made an additional domestic trip for conference presentation and visited more sites in China with the international trips. Costs of items included: air tickets, hotel, food, conference registration, car rental, airport parking, and miles to and from Atlanta airport.

The award budget of \$10,000 included \$3,500 for Co-PI compensation. However, my Co-PIs did not make the trip to the U.S. for conference presentation and that part of the funds was not used.

Assessment

1. *Describe progress made toward the Assessment Plan outlined in your proposal. Refer to the specific metrics listed in your proposal as a means to assessing and evaluating project outcomes at the end of the funding period. Explain if and how the results of the project/program differed from your expectations, as well as the implications of these differences.*

Progress has been made toward the Assessment Plan as outlined in my proposal. With the two trips to China, I visited universities and schools in Hubei, Beijing, and Shandong and conducted data collection along with presentations. Major activities included:

- Interviewing university faculty members, administrators, students, researchers, and journal editors.
- Observing middle school and elementary classes and attending school activities such as a class meeting.
- Survey teacher educators, administrators, and students on U.S. and Chinese educational reforms.
- Attending one national conference and two provincial conferences with invited presentations.
- Discussing with Co-PIs and other interested colleagues for collaboration with the project.

In the U.S., I attended and presented at ATE and GERA conferences. With the ATE conference presentation and meeting, I was elected as ATE's Middle Level Educator SIG (Special Interest Group) Chair. With the GERA conference presentation, I got the invitation to publish my research results (in progress) and was invited as Editor for the Journal *Georgia Educational Researcher*.

2. *If applicable, attach a copy of any assessment tool/instrument used for this project/program.*

Survey questionnaire with university faculty members and administrators on U.S. and Chinese educational reforms. (See attachment)

3. *If applicable, describe any data results collected and analyzed.*

Data collected with my November trip to China has been analyzed and presented with the GERA conference. Data collected with the May trip will be analyzed and put into conference proposal and paper manuscripts in Fall 2015.

4. *Describe the long-term impact of the project/program.*

With this on-going project, the long-term impact will be significant in building a bridge for global communication between U.S. and international audience and educators, informing U.S. and international educators for common educational excellence, and contributing to KSU's

globalization of its curriculum. It will also serve as a source for faculty development and student learning since the project will involve faculty members and students.

Attachment: Survey instrument used with May trip to China.

中美教育比较
Comparison of Education in China and the U.S.
(问卷调查 Survey)

致受访者：此问卷旨在加深中美两国教育工作者的相互了解，相互学习与借鉴。所提供的信息仅作此研究之用。谢谢协助！

受访者基本情况：(Demographic Information)

性别：男___ 女___ 年龄：_____ 职务：行政___ 教师___ 学生___ 其他___

学历：_____ 如果是教师，所教科目：_____ 教龄：_____

第一部分：(I. Your interest and knowledge about U.S. education)

请在每一陈述后面说明您的意见或观点，给选择的数字打上圈。

数字表示：

- 1 = 绝对不赞成，绝对不认可
- 2 = 不赞成，不认可
- 3 = 模棱两可
- 4 = 赞成，认可
- 5 = 完全赞成，完全认可

- | | | | | | |
|---|---|---|---|---|---|
| 1. 我对美国教育有兴趣。 | 1 | 2 | 3 | 4 | 5 |
| My interest in U.S. education. | | | | | |
| 2. 我对美国教育比较了解。 | 1 | 2 | 3 | 4 | 5 |
| My knowledge about U.S. Education. | | | | | |
| 3. 美国学校不要求学生记忆许多知识。 | 1 | 2 | 3 | 4 | 5 |
| My comment: U.S. does not require rote learning. | | | | | |
| 4. 美国的课堂有许多的小组活动。 | 1 | 2 | 3 | 4 | 5 |
| My comment: U.S. has a lot of classroom activities. | | | | | |
| 5. 美国学校强调动手能力。 | 1 | 2 | 3 | 4 | 5 |
| My comment: U.S. emphasizes hands-on abilities. | | | | | |
| 6. 美国学生知识面广，但是不深。 | 1 | 2 | 3 | 4 | 5 |
| My comment: U.S. emphasizes width of knowledge. | | | | | |
| 7. 美国学校重视非笔头的考试（如讲演之类）。 | 1 | 2 | 3 | 4 | 5 |
| My comment: U.S. values multiple assessment. | | | | | |
| 8. 中国的基础教育优于美国。 | 1 | 2 | 3 | 4 | 5 |
| My comment: China does better in basic education. | | | | | |

9. 美国的高等教育优于中国。 1 2 3 4 5

My comment: U.S. does better in higher education.

10. 中美两国在教育方面有不少东西可以互相借鉴。 1 2 3 4 5

My comment: Chinese and U.S. can learn from each other in education.

第二部分：请扼要回答以下问题（不局限于此问卷第一部分所涉及的内容）：
(II. Your thoughts on U.S. and Chinese educational practices)

关于美国教育: (About U.S. Approaches)

您认为美国教育中最可取的做法有哪些？

What do you think can be identified as best practices in U.S. education?

您认为美国教育中最不能认可的有哪些？

What do you think can be identified as ineffective practices in U.S. education?

教育方面，您认为美国可以向中国学习些什么？

In education, what do you think China can learn from the U.S.?

关于中国教育: (About Chinese Approaches)

您认为中国教育中最可取的做法有哪些？

What do you think can be identified as best practices in Chinese education?

您认为中国教育中最不能认可的有哪些？

What do you think can be identified as ineffective practices in Chinese education?

教育方面，您认为中国可以向美国学习些什么？

In education, what do you think U.S. can learn from China?

谢谢协助! Thanks for your participation!