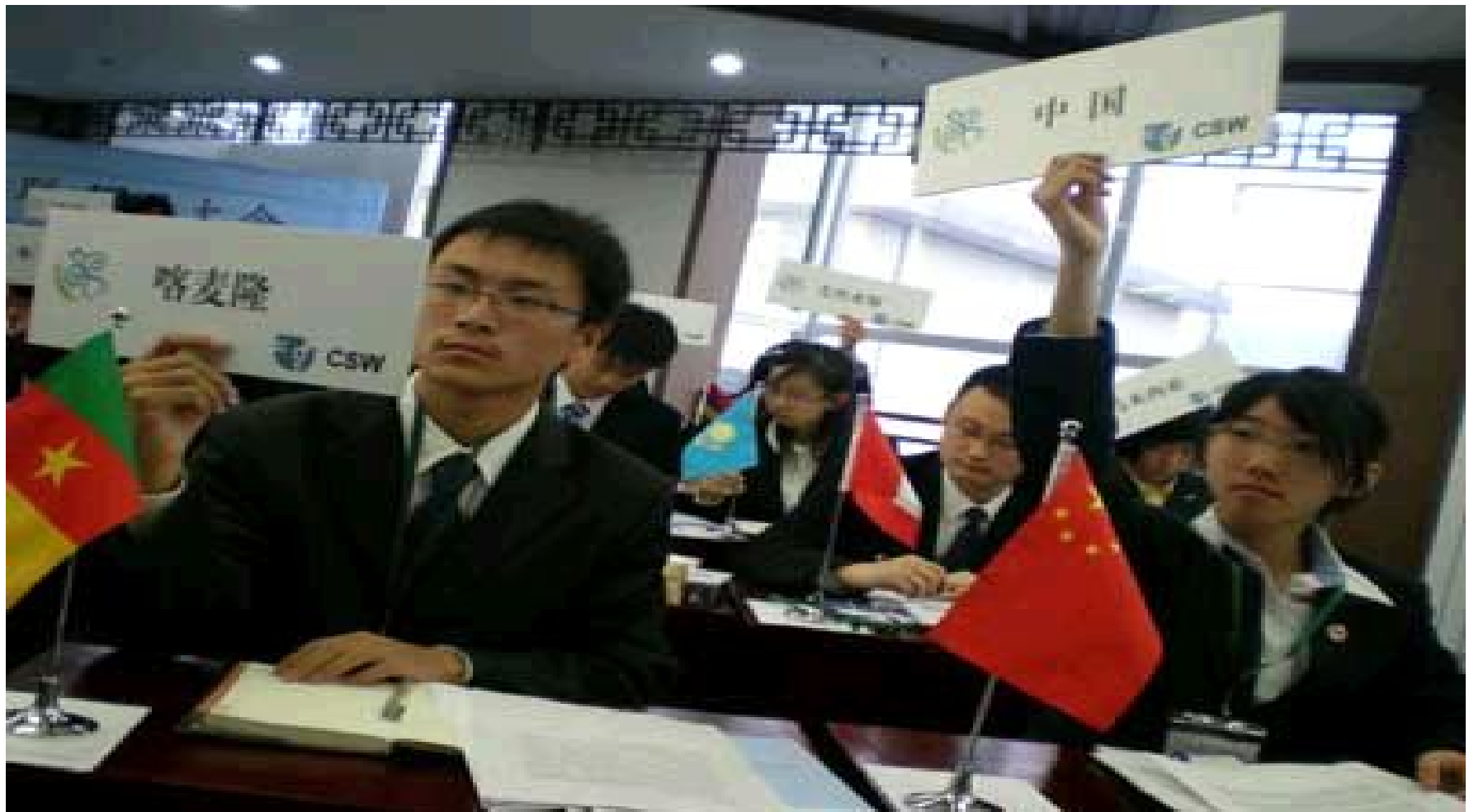


Implementing Education for International Understanding and Cultivating Students ' Awareness of Learning to Live Together



Outline

- Introduction
- Opinions of Education for International Understanding (EIU)
- Developing Teaching Textbooks is an important method of cultivating students' awareness of learning to live together
- Reflections

Introduction

- Beijing Institute of Education (BIE) was founded in 1953.
- An independent teacher-training institute of adult higher learning
- Training 20,000 principals and teachers and 800 foreign students annually
- An associated center of APEID and a member of UNESCO Clubs Association, establishing cooperative and exchange relationship with nearly 30 universities and education institutes including Asia-pacific countries.

- During the course of advancing EIU, BIE put forward the following strategies:
 - Developing textbooks (mainly in Primary and Secondary school)
 - Teachers' training (more than 400 teachers)
 - Teaching practices (in more than 50 schools)
 - International cooperation exchange

I. Opinions of Education for International Understanding

- EIU is an important theme of contemporary international education
- EIU is education of peace and learning to live together.
- EIU is also the important content of China's education policy and an integral part of China's quality education.

1.EIU is an important theme of contemporary international education

Life skills education

Education for International Understanding

Peace culture / cultural democracy

World Cultural Heritage Education

Education for sustainable development

Living Values of Education

2.EIU is education of peace and learning to live together

- “We live in an age of interdependence”.
- EIU aims at seeking peace and development of mankind based on world 's interdependence and cultural diversity .
- Many issues every country faces today such as issues of food, population, environment, energy etc. have become “global issues” which can not be easily resolved by individual country.

3.EIU is also important content of China's education policy and part of China's quality education

- *The Outline of Basic Education Curriculum Reform”(2003)Put international understanding awareness as part of quality education.*
- *“The Guiding Outline of Middle and Long Term Educational Development Plan(2010-2020) ” expands students ' international horizons , improves cross-cultural communication ability and puts EIU ahead.*

II. Developing Teaching Textbooks , cultivating students' awareness of learning to live together

- Constructing the goals of textbooks
- Constructing the frame of textbooks
- Presentation and characteristics of textbooks
- Implementation of textbooks

Background of developing textbooks:

- Chinese government has adopted a three-level curriculum management systems including state, local and school levels since 2003.
- Beijing began local curriculum reform project in 2004.
- BIE began to develop EIU teaching textbooks in 2004.

Goal of Education

Framework and content



Presentation format and
Characteristic

Implementation of
textbooks

Textbook is the carrier to implement EIU. The development of textbooks must answer the above four questions.

1. Constructing the goals of textbooks

- UNESCO's documents
- China's society and requirement of quality education
- Training students' knowledge, skills, the way of thinking and their action (four dimensions)

● Specific goals of EIU

- (1) Understand the diversity of different ethnics, nations, races and religion groups etc., and look for their unity.
- (2) Guide students to establish respect for different culture ,have spirit of tolerance, love peace and against violence.
- (3) Help students to have the ability of understanding and appreciating different cultures, ability of communicating equally with people, ability of resolving conflict peacefully, ability of cooperation .

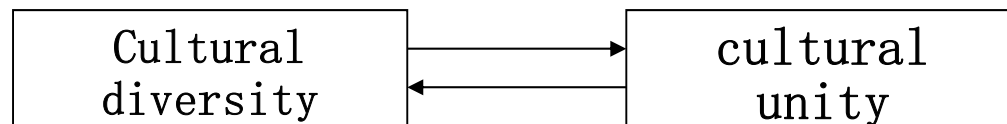
- (4) Cultivate students' global awareness, care about human's destiny, respect and compassion for life, make our students become global citizens .

- (5) Understand international rules , main international conventions and international organizations; understand the China's contributions to world civilization.

2. Construcing frame of textbooks

From the perspective of culture, constructing the basic theoretical framework of textbooks

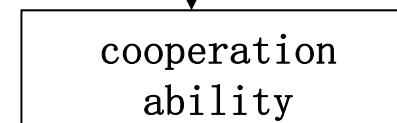
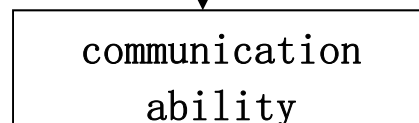
Core concept



Necessity

possibility

Basic ability







- EIU is an Education of cultural diversity
 - The cultures of different countries and nations are plural and varied. We, human beings, need to learn to tolerate and respect each other, so that we could live together peacefully. Meantime, different cultures have intrinsic unity, so there are great possibilities for people to establish common understanding.
 - For primary and secondary school students ,EIU can sow seed and promote cultural understanding and cultural exchange

Understand- communicate -respect -absorb

- **Understand:**
to strengthen the understanding of multiple cultures
- **Communicate:**
to strengthen communication between cultures (two-way and multidirectional cross-cultural communication)
- **Respect:**
to respect cultural diversity (cultural diversity)
- **Absorb:**
to promote the development of national culture

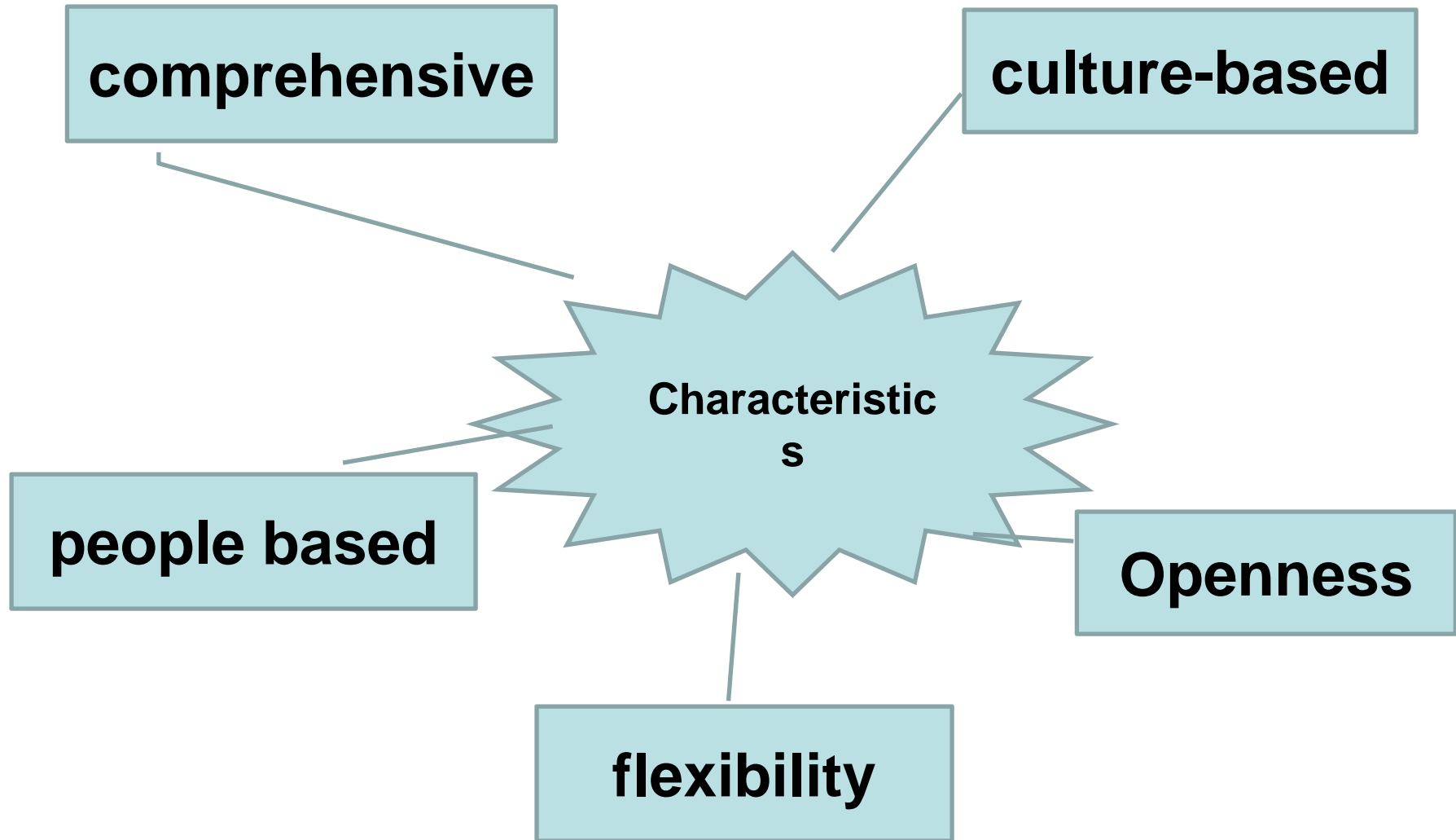
3. Presentation and characteristics

- 2004 - 2010, Beijing Institute of education developed 8 textbooks; 2004-2012, 150,000 volumes published
- Primary school grade 4 or 5; middle school grade 7 or 8
- Two clues: knowledge training and ability training
- Five characteristics



Grade	Key concepts	Sub-concepts	Ability development
Grade four	Multi culture	difference tolerance	Expressing and communicating at an early stage Compare, classify preliminary analogize and generalize
Grade five	humanism responsibility	Respect and communication National characteristics and universality	Expressing and communicating at an early stage Compare, classify preliminary analogize and generalize Search and sort out resources

Grade seven	Reform and Responsibility	Take in, localize Integrate, motivate	Search and sort out resources Primarily analyze, assume and infer
Grade eight	Coexistence	Respect and communication Competition and cooperation Independence and reliance	Collect and sort out information and use it primarily Analyze, assume, infer, apply



Characteristics

(1) comprehensive

- Teaching content
- Close combination between ideal and reality .
- organic combination among concept, knowledge, ability and emotion

by the facts and phenomena of literature, history, art, politics, law, environment, population, resources, development of natural sciences, leading students to learn to look at the world in a reasonable way, gets them to know how people in the world think of our own country, then to integrate the ideal of international understanding with real life of mankind, and finally integrate concepts, knowledge, ability and attitude in a logical way.

(2) culture-based

- The textbooks' main line is based on culture, which not only embodies the thoughts of peace culture and cultural democracy and also explains the relationship of culture diversity and cultural unity.
- The textbooks emphasize the relationship between nationalism and internationalization.
- The textbooks emphasize the inheritance and integration of different cultures.

(3) **people based**

- student-oriented concept
- Learning Units
- The content close students' daily life
- By the ways that students enjoy(case study)
- Provide learning methods
- Help them get new experiences and new concept

(4) **flexibility:** The content of the textbooks is presented by units. Teachers can choose teaching units (Take Grade 4 for example)

(5) **Openness:** teaching resources are dynamic and open; ways of problem-solving are not limited.

Unit	Lesson	Class theme		
Unit 1 Greetings	Lesson 1 Greeting etiquette	bow and hug	Shake hands	Nice to meet you
	Lesson 2 Greetings in life	Various greetings	Letters and card	
	Lesson 3 Spatial interaction	From the bottle drifting in the river to the Internet	Promote exchanges	The friendly contacts between different countries and nations
Unit 2 color ful life	Lesson 1 Food and clothing	Different dieting hobbyies	The difference among hats	
	Lesson 2 The secrets of House	Different houses in China	Different houses in other countries	
	Lesson 3 Santa's sleigh	Gondola and bicycle	How to choose right vehicle	

Unit 3 The symbol of the city	Lesson 1 Solidification of culture	Stories that Sculptures told us	Symphony of stones	
	Lesson 2 City tree and flower	City tree and city flower in China	City tree and city flower in other countries	
	Lesson 3 Symbols of Beijing	Civilization left to us	open international metropolis	
Unit 4 Festivals and customs	Lesson 1 Colors of festivals	Color red and yellow	Searching for the colors of Christmas	
	Lesson 2 Red lantern jack-o-lantern	Various festivals	Different festival but same fascination	
	Lesson 3 Healthy festivals	Civilized languages and healthy festivals	Have a healthy festivals	

4.Performation of Textbooks

- **Organized with state curriculum**
- **Launch curriculum independently**

Embodied in the curriculum standards

- **"properly learn oneself, respect for others, learn to communicate and cooperate, has team spirit, understand cultural diversity, has open awareness facing with the world"**

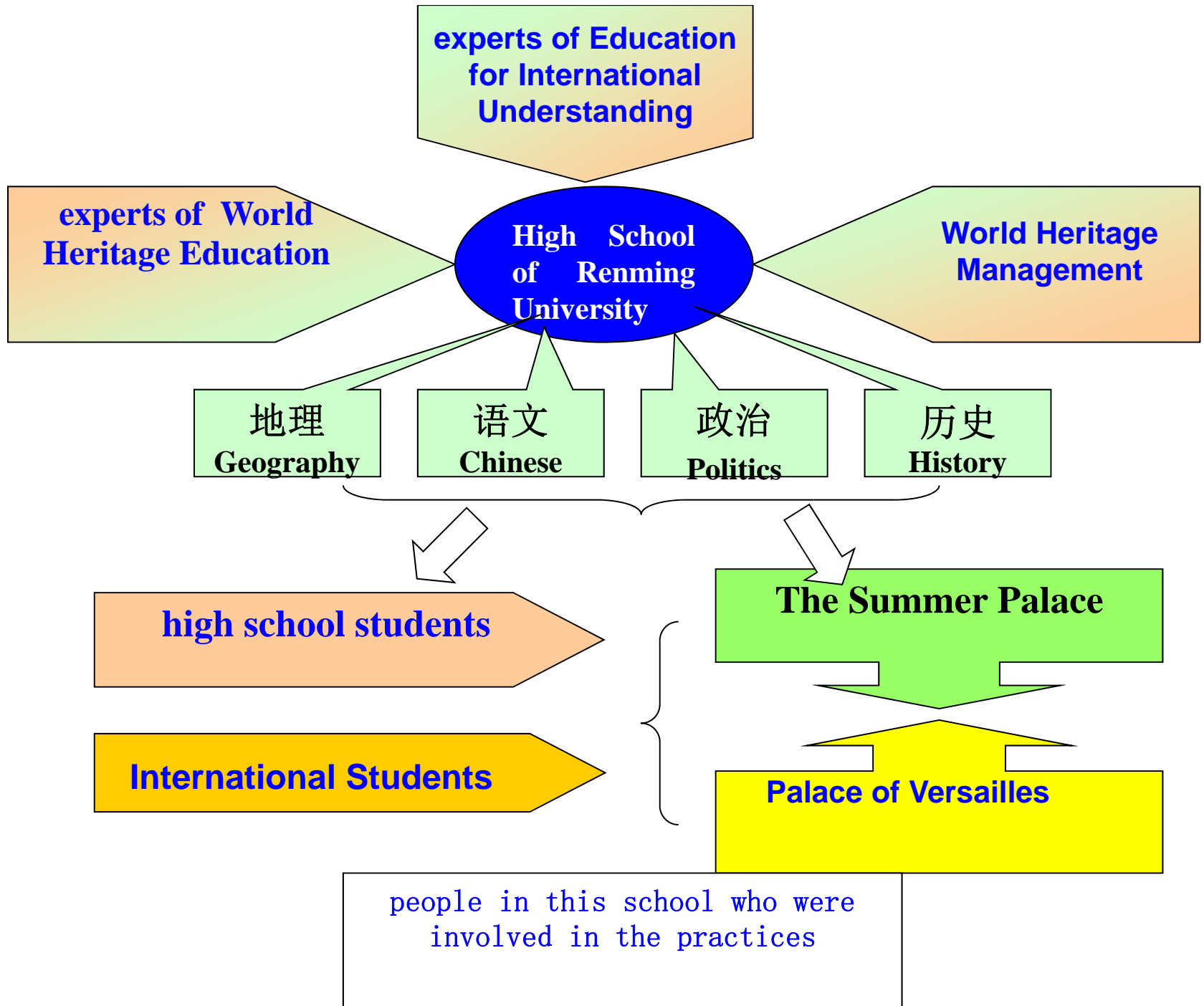
--General High School Courses Reform Program under (2003 version)

- **“identity China’s culture, inherit revolutionary tradition, carry forward national spirit, has global awareness and international vision, love peace”**

---Compulsory Education Thought Moral Courses Standard under (2011 version)

Practical cases :Interdisciplinary teaching

- **EIU is needed to transform the education concepts into teaching behavior by teaching activities.**
- **The concept formation goes through the following process: get to know—become familiar—experience—get the feeling—set up the concept—
amylase and deal with the new situation by using the concept**
- **Interdisciplinary teaching is a kind of important way**



Aiming to attain the following goals:

- ◆ **Geography:** focusing on " understanding " that all the cultural origin and development are deeply marked on natural and human geography environment. World cultural diversity is determined by different environment.
- ◆ **Chinese:** focusing on the " inclusive cultural diversity" .Different cultures need understanding and tolerance. Understanding the root of cultural differences and learn from and appreciate each other

- ◆ **History:** focusing on the " coexistence ", with a global perspective to observe the world, re-examine the interests and demands of different countries, religions, cultures and classes in order to promote their mutual understanding
- ◆ **Politics:** focusing on the " heritage " .Culture needs to inherit and protect and needs to understand and promote more.









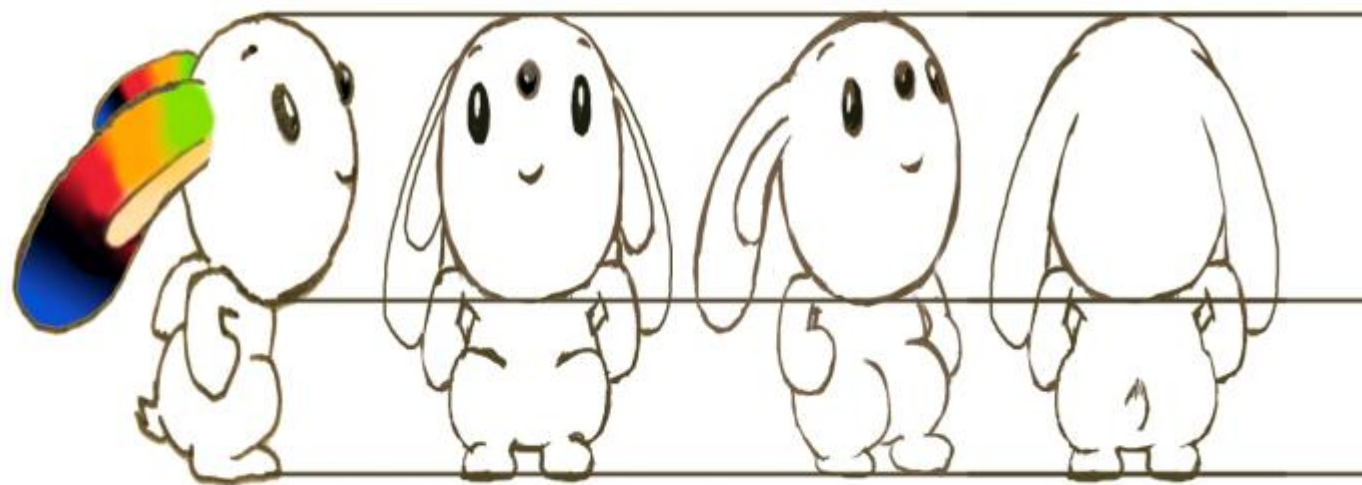
北京十一学校 2011 五洲城市运动会
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IV. Reflections

The implementation of EIU should

- study the trend of International education and grasp the characteristics of the ages
- seek the balance between nationalism and internationalization
- begin with the training of principals and teachers



- Beijing Institute of Education are willing to exchange and cooperate with all the experts and scholars from different countries to promote the peace, development and coexistence .

Thanks for your attention!