

Educators in China: A Professional Development Study Tour Course Details

This Professional Development Course has been specifically developed by EF Study Tours in collaboration with the Center for Global Awareness. The course provides an opportunity for educators to take what they have learned and experienced in their travel to China back to their classrooms, schools and community. The coursework for the professional development travel experience has been divided into 3 parts: pre-tour, on the tour, and post-tour.

A. Pre-Tour: Building an Understanding and Preparing for International Travel

Requirement	Description
1. Choose three topics	<ol style="list-style-type: none"> 1. Think about what you would like to learn on this tour, what you would like to focus on in your professional development experience and what do you think will be essential information and key experiences that you want to bring back to your classroom. 2. Select three topics. 3. <ol style="list-style-type: none"> a. One topic should relate to the National Council on Social Studies' Global Connection Themes http://www.socialstudies.org/standards/strands, b. the second topic can be focused on a location/attraction/activity of your choice; and finally c. the third topic can be focused on the Chinese education system. 4. Suggested topics: <ol style="list-style-type: none"> a. What is the relationship between the environment and economic globalization? b. How does the education system of China reflect their social, cultural, and economic values and attitudes? c. What are the social changes China is experiencing? d. Why is China eager to ascend to a powerful role in the world community of nations? e. How have China's ancient philosophies, culture, and attitudes changed in the 21st century? How have they continued?
2. Organize your thoughts	<ol style="list-style-type: none"> 1. We suggest that you use a KWL Graphic Organizer to help organize your thoughts. We will be using the KWL Graphic Organizer format for discussion on the tour. 2. KWL Graphic Organizers: Separate 3 sheets of paper into 3 columns. Title them with the topics you have chosen to focus on. Label the first column "What I Know", the second "What I Want to know," and the third, "What I Learned" <ul style="list-style-type: none"> ▪ On each of the 3 charts, complete the "K" & "W" columns only. You will complete the "L" as a post tour assignment. ▪ You may be asked to turn in your partially completed charts before the tour.
3. Conduct pre-tour research	<ol style="list-style-type: none"> 1. A minimum of 3 research sources that relate to the topics you have chosen are required for pre-tour research. (1 resource = 1 book, or 5 articles, or 5 documentaries) 2. At least one should be (forthcoming) Waves of Global Change: A Holistic

	<p>World History by Dr. Denise R. Ames (your study leader). This will give us a common reference point for discussion.</p> <p>3. See the suggested reading list (see below) for books, articles, videos, documentaries, etc.</p> <p>4. Add to your K and W columns as you conduct your research</p>
4. Record pre-tour journal entries	<p>1. Record in your travel journal how you will:</p> <ul style="list-style-type: none"> ▪ communicate the educational purpose of your travel program to parents and students ▪ prepare for the logistics of travel ▪ foresee the challenges and rewards that you will gain professionally
5. Write two pre-tour papers	<p>1. Write a 1500 words pre-tour paper that includes:</p> <ul style="list-style-type: none"> ▪ Explain your choice of the 3 topics. ▪ Identify your selection of books and articles. Why did you choose them? ▪ Summarize the pre-tour experience that you have recorded in your journal. ▪ Describe how this preparation and a professional development study tour are in line with your state's or district's professional development objectives or requirements. <p>2. Write an one page Destination Report on what you Know and Want to know about your second topic: a location/attraction/activity</p> <p>3. You may be asked to turn in your papers to the Study Leader before your tour.</p>
6. Prepare to share	<p>1. Consider how you will pass on the knowledge you gain through your tour experience.</p> <p>2. Think about the content of the presentation that you will share with others. Perhaps share a slide show or an overview of the lesson plan that you will create.</p> <p>3. Schedule a date and time for a post-tour professional development workshop/presentation that you will facilitate for teachers in your district, another district, or at a professional conference.</p>

B. On-Tour: Observation and Artifact Collection

Requirement	Description
1. Attend all scheduled activities	<p>1. The required scheduled activities have been carefully planned in order to offer the cultural context from which you can begin building an understanding of the language, culture, current developments, and geography of the destination you are visiting.</p>
2. Maintain a daily journal	<p>1. Keep a daily journal of about 500 words a day chronicling your travel experience (required).</p> <ul style="list-style-type: none"> ▪ What have you learned about the culture of the destination? ▪ What have you learned about your KWL topics?

	<ul style="list-style-type: none"> ▪ Write about the internal culture, not just the surface culture or overview of the day. (forthcoming article link)
3. Start the L columns	<ol style="list-style-type: none"> 1. Begin filling in the last column of your KWL charts. <ul style="list-style-type: none"> ▪ Fill out this column on tour when what you have learned is fresh in your mind
4. Collect four artifacts	<ol style="list-style-type: none"> 1. Collect a minimum of 4 artifacts of interest to your students that are representative of the topics in your charts. <ul style="list-style-type: none"> ▪ Items may include but not limited to newspaper articles, interviews with local people, transportation information, maps, etc.
5. Participate in Study Leader's meetings	<ol style="list-style-type: none"> 1. Participate in your study leader's required tour meetings. 2. Check with your study leader for any additional requirements before or during the tour.

C. Post-Tour: Reflection, Synthesis, and Presentation

Requirement	Description
1. Complete your KWL Chart	<ol style="list-style-type: none"> 1. Complete the final column of your KWL chart. <ul style="list-style-type: none"> ▪ This is your opportunity to fill in the gaps of any learning that resulted from on-tour experience and pre-tour research.
2. Design a curriculum unit	<ol style="list-style-type: none"> 1. Create a curriculum unit designed to share your travel experience with students and bring a global perspective to your learning community. 2. Consider developing a unit to enrich the pre-, on-, and post-tour experiences of students or educators who may travel on a future educational tour. 3. Use your pre-tour and on-tour assignments to help create the curriculum units. <ul style="list-style-type: none"> • An administrator or Department Chair could instead develop a professional development unit for teachers. 4. Include at least 3 one hour lessons in your curriculum unit. 5. Include in each of the 3 one-hour lesson plans: <ul style="list-style-type: none"> • Subject and intended grade level(s) • Subject matter topics • Essential questions and lesson objectives • Intended learning outcomes • Materials needed • Procedures • Assessments
3. Present a post-tour project	<ol style="list-style-type: none"> 1. Create an original post-tour presentation project. <ul style="list-style-type: none"> ▪ The introduction should provide relevant information, establish a clear purpose, and engage the audience from the outset. ▪ Pose a central question(s), with the body of the project dedicated to answering those questions in an informal and interesting way.

	<ul style="list-style-type: none"> ▪ Examples include, but are not limited, to: a blog, PodCast, iMovie, video, iStory, lecture, discussion, Photo Journal or PowerPoint. <ol style="list-style-type: none"> 2. Share this project with colleagues, or members of your community that you identified in the Prepare to Share phase of your pre-tour preparation. 3. Post your presentation project on-line for other educators to use and evaluate. (email to dramas@global-awareness.net and I will post it)
4. Complete Synthesis, Summary Paper, and course questionnaire	<ol style="list-style-type: none"> 1. Synthesize and reflect upon your pre-tour research, and your on-tour learning and experiences (2-5 pages) <ul style="list-style-type: none"> ▪ How did your readings connect with your travels? ▪ Assess how you incorporated your book(s) and/or article(s),etc. into your lesson plans. ▪ How can you incorporate you newly acquired first hand knowledge and artifacts in your classroom. ▪ Share your reflections regarding classroom learning and experiential learning, using your tour as the example. 2. Evaluate the total professional development experience. <ul style="list-style-type: none"> ▪ log-on to Survey Monkey (forthcoming) to post your confidential evaluation.

D. Steps for attaining a transcript

Requirement	Description
1. Submit your work	<ol style="list-style-type: none"> 1. Submit your required papers, your Curriculum Unit, and Synthesis & Summary Paper, to EF for review <ul style="list-style-type: none"> • Label your work with your name and customer # • Clearly label each of the 3 above assignments 2. Complete your professional development on-line evaluation
2. Email or mail assignments	<ol style="list-style-type: none"> 1. The three assignments above can be emailed to educationdepartment@ef.com or mailed to: Education Department Educational Tours at EF Center, One Education Street Cambridge, MA 02141
3. Receive an official transcript from EF Tour	<ol style="list-style-type: none"> 1. An official transcript from EF will be sent to your primary mailing address indicating that you have completed our Professional Development Study Tour program 2. EF's reporting transcript specifies two professional development credits earned and 60 hours of coursework completed. Educators are encouraged to speak with school administration to receive approval of EF coursework.