

V I D E O   A N A L Y S I S

# 作业视频分析与展播

教育与使命

英译汉

**The Mission of Universities**

国学：大学





**EDUCATION**

INTERCULTURAL COMMUNICATION

# 目录

## CONTENTS



### CASE STUDY

The movie Mona Lisa  
Smile



### CHINESE EDUCATION



### WESTERN EDUCATION

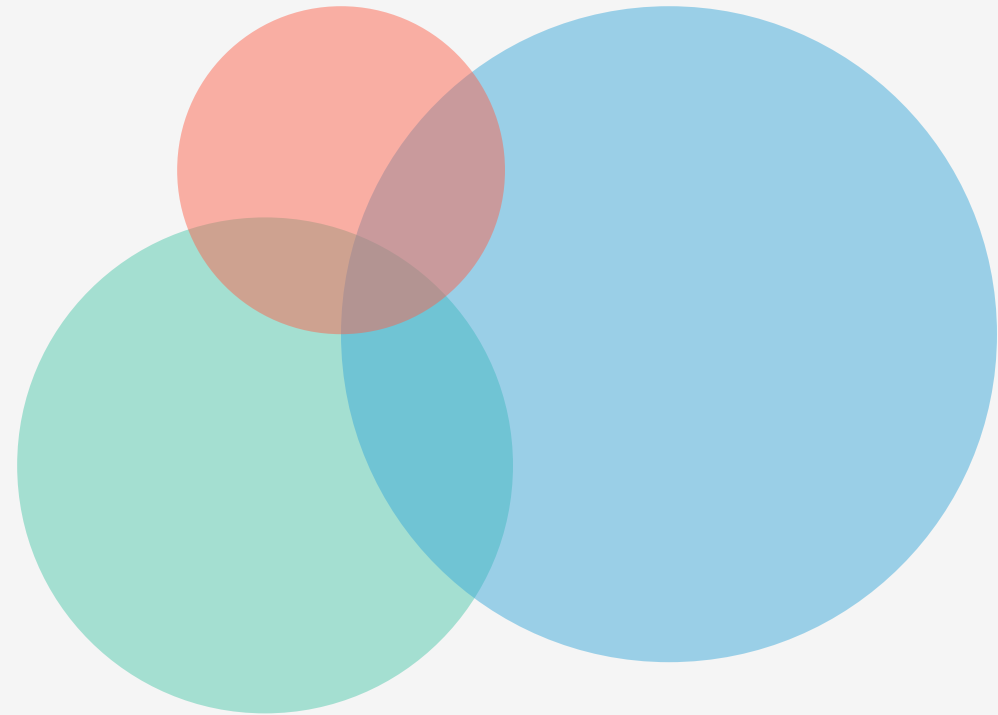
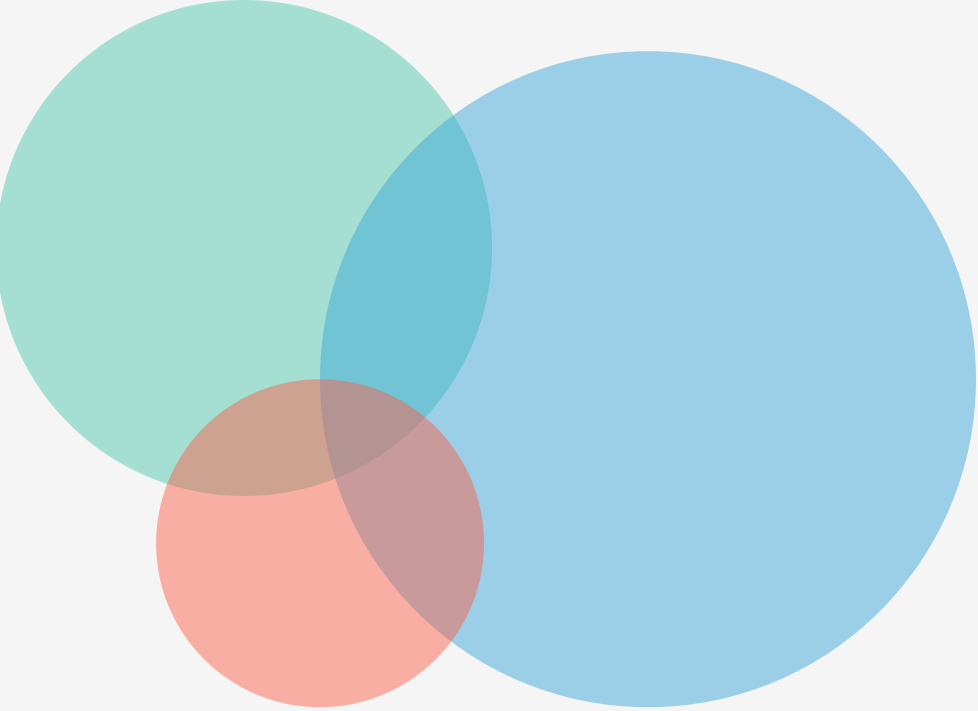


### COMPARISON

# PART ONE

## CASE STUDY

The movie Mona Lisa Smile



# 1-1

## THE MOVIE MONA LISA SMILE

The new movie [Mona Lisa Smile](#) takes place in 1953, a time when women's roles were rigidly defined. In the film, Julia Roberts plays Katherine Watson, a free-spirited, novice art history professor who begins teaching at the prestigious all-female Wellesley College. Despite having a very good reputation as a place to learn, Wellesley is actually a place where a student's success is measured by whether or not she marries a good man.

Because she wants to change things, Watson encourages these women to strive for a more enlightened future. She inspires her students to look beyond the image of what is, and consider the possibilities of what could be.







Discuss in group the two different cultures that have caused the confrontation between Katherine and Betty.

## Questions:

- 1 what does “Van Gogh by numbers” means?
- 2 What has Van Gogh refused to do ?
- 3 why is Katherine not pleased when Betty comes in?



# PART TWO

## CHINESE EDUCATION

- The history of education
- Education system in China
- Education problems in China



## 2-1

# History of Chinese Education

- Formal education has been traced back to the 16th century in the later Shang Dynasty (1523-1027 BC)
- The teachings of Confucianism during the Spring and Autumn and Warring States periods, the curriculum were mainly based on the "Four Books and The Five Classics;" These teachings outlined the principles of society and government, the codes for personal conduct, and collectively defined the Confucian philosophy.
- During Han dynasty, the first civil service exam was set up. It had been used until the Qing dynasty.





In the past 30 years , China's economy has  
being developing like a high-speed train.

## Introduction

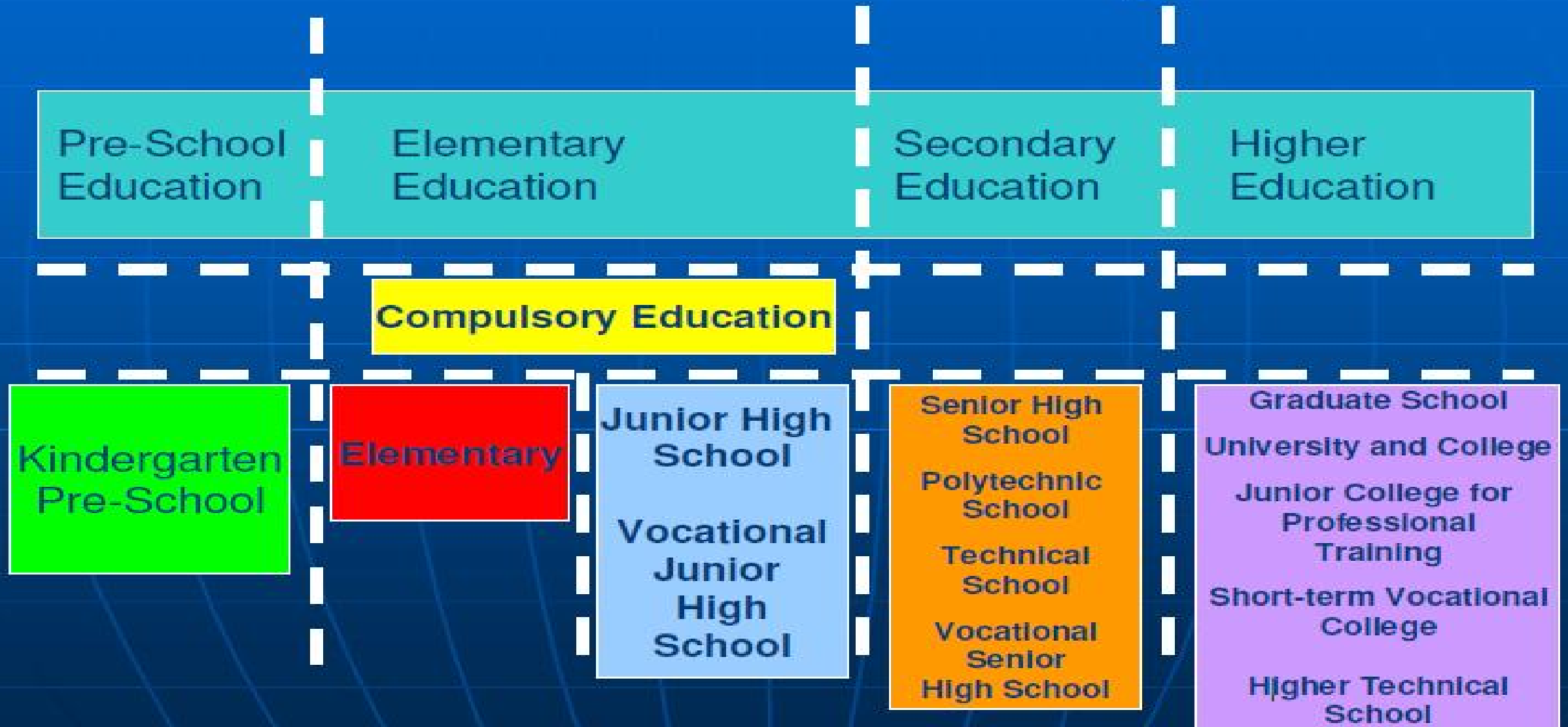


With the increasing of the income,  
more and more people wish to gain  
higher education to improve the life  
quality.



The government built more colleges and  
universities to give people an access to higher  
education.

# China's Education System



# What should education bring to us

## EDUCATION SYSTEM IN CHINA

- Education in china is facing a great challenge. Compared with the advanced education system, the problem of Chinese education is obvious. Now developing the education system for ability training should be the most important after a series of social problems resulted from the illogical education methods and over-pursuit for students' high score.





# What should education bring to us



# *What should education bring to us*

## **Education problems in China**

- Education is the most outstanding problems in China now, one of urban and rural education is the key to the problem. Can it is no **exaggeration**(夸张) to say that city and countryside education has great inequality. City people, their education is advanced. They have advanced equipment, excellent teacher, a good learning environment. For example of multimedia, computer, etc. And the cities student life condition is good, without too much difficulty with learning irrelevant.

# Educational view of General Secretary Xi

- “青年要自觉践行社会主义核心价值观 与祖国和人民同行努力创造精彩人生”
- “青年的价值取向决定了未来整个社会的价值取向，而青年又处在价值观形成和确立的时期，抓好这一时期的价值观养成十分重要。这就像穿衣服扣扣子一样，如果第一粒扣子扣错了，剩余的扣子都会扣错。人生的扣子从一开始就要扣好。核心价值观的养成绝非一日之功，要坚持由易到难、由近及远，努力把核心价值观的要求变成日常的行为准则，进而形成自觉奉行的信念理念。广大青年树立和培育社会主义核心价值观，要在勤学、修德、明辨、笃实上下功夫，下得苦功夫、求得真学问，加强道德修养、注重道德实践，善于明辨是非、善于决断选择，扎扎实实干事、踏踏实实做人，立志报效祖国、服务人民，于实处用力，从知行合一上下功夫。”



# 《坚持立德树人 加强社会主义核心价值观教育》

深刻理解、准确把握培育和践行社会主义核心价值观的重大意义。习近平同志指出：“核心价值观，承载着一个民族、一个国家的精神追求，体现着一个社会评判是非曲直的价值标准。”他强调，国无德不兴，人无德不立。确立反映全国各族人民共同认同的价值观“最大公约数”，关乎国家前途命运，关乎人民幸福安康。这些重要论断，深刻阐明了社会主义核心价值观的战略性、基础性、全局性意义。习近平同志特别指出，青年的价值取向决定了未来整个社会的价值取向，而青年又处在价值观形成和确立的时期，抓好这一时期的价值观养成十分重要。学习贯彻习近平同志这一重要讲话精神，就要全面贯彻党的教育方针，坚定不移把立德树人作为教育的根本任务，把培育和践行社会主义核心价值观作为教育事业改革发展的基础工程，教育引导青少年学生扣好人生的第一粒扣子，努力成为德智体美全面发展的社会主义建设者和接班人。

# 社会主义核心价值观 "core socialist values"



- 社会主义核心价值观 "core socialist values" 基本内容:

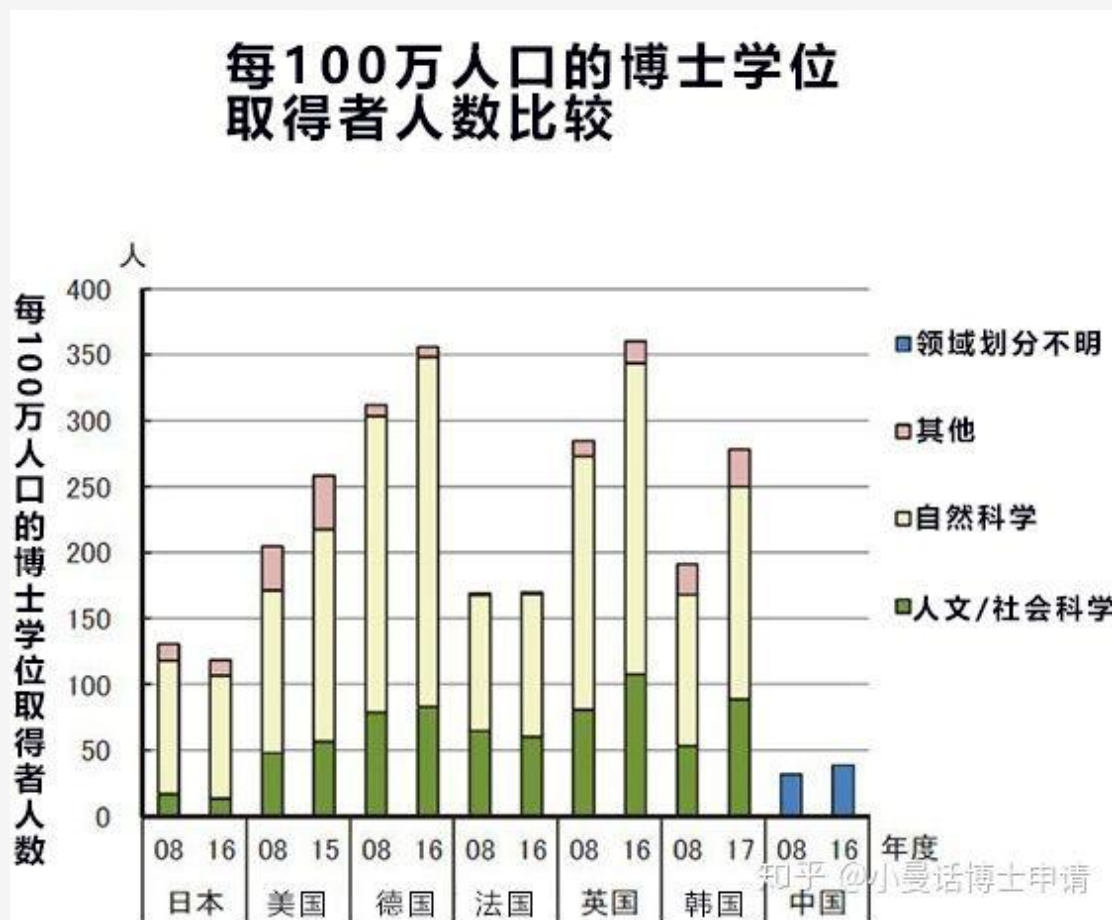
富强 (prosperity)、民主 (democracy)、文明 (civility)、和谐 (harmony), 自由 (freedom)、平等 (equality)、公正 (justice)、法治 (the rule of law)、爱国 (patriotism)、敬业 (dedication)、诚信 (integrity)、友善 (friendship)。

# Traditional culture education



The most important reason for education on studies of Chinese traditional culture walking up to the Chinese life one hundred years later, is that it has an outstanding cultural inclination.

# 中国博士数量全球第一吗？



从图来看中国博士的比例并不高，博士数量比起其他国家来说优势还是不明显的。

谁告诉你中国博士数世界第一了，中国当下博士大约80万左右，14亿人口的基数。美国3亿人口，多少博士呢？大约300万。接近1%的比例。



# 适度扩大博士研究生规模，加快发展博士专业学位研究生教育

- 1980年2月12日，第五届全国人大常委会第十三次会议通过《中华人民共和国学位条例》，并于1981年1月1日起施行，标志着新中国学位制度从此诞生，极大地促进了科学专门人才的成长，促进了各门学科学术水平的提高，促进了教育与科学事业的发展。据统计，截至2009年底，全国共有博士授予单位347所、硕士授予单位697所、学士授予单位700余所。2018年教育数据显示，全国毕业博士研究生60724人，招收博士研究生95502人，在校博士研究生389518人。本号统计发现，仅1997年至2018年期间，就有79万多人博士研究生毕业。在博士授权高校和拥有博士学位人数方面，我国现在都是全球第一，实现了“赶美超英”的目标，40年走完了美英等国家100多年走过的路。

最近20年博士数据			
年度	博士毕业	博士招生	博士在校
2018年	60724	95502	389518
2017年	58032	83878	361997
2016年	55011	77252	342027
2015年	53778	74416	326687
2014年	53653	72634	312676
2013年	53139	70462	298283
2012年	51713	68370	283810
2011年	50289	65559	271261
2010年	48987	63762	258950
2009年	48658	61911	246319
2008年	43759	59764	236617
2007年	41464	58022	222508
2006年	36247	55955	191024
2005年	27677	54794	167418
2004年	23446	53284	136749
2003年	18806	48740	136687
2002年	14638	38342	108737
2001年	12867	32093	85885
2000年	11004	25142	67293
1999年	10320	19915	54038
1998年	8957	14962	45246
1997年	7319	12917	39927
合计	790488	1207676	

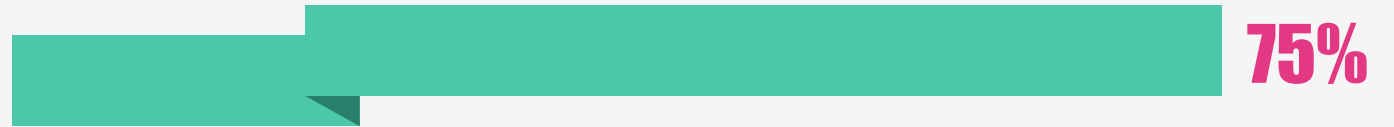
# PART THREE

## WESTERN EDUCATION

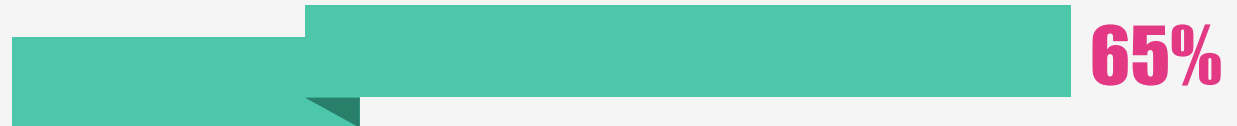
American  
Japan

Morbi dignissim nisl in diam sagittis, id dapibus nulla pretium. Sed vitae quam metus.

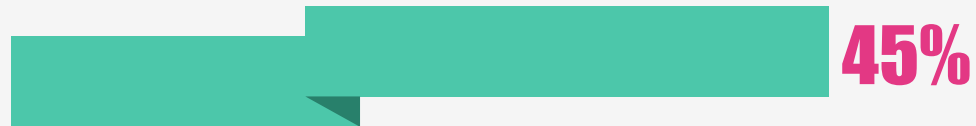
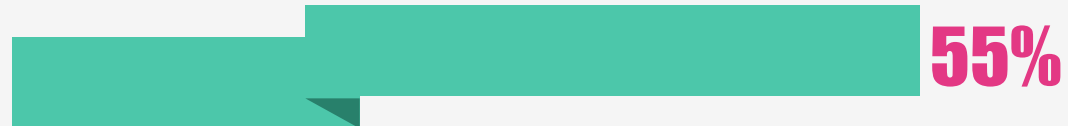
This text can be replaced with  
your own text. All phrases can be  
replaced with your own text



This text can be replaced with  
your own text. All phrases can be  
replaced with your own text



This text can be replaced with  
your own text. All phrases can be  
replaced with your own text





# 3-1

## Overview

- US has a highly **decentralized** system of education.
  - The **states**, and, to a lesser extent, local **school districts** (校区), are responsible for the education of the children in their jurisdiction (管辖权).
  - There is no national school system nor are there national framework laws that prescribe curricula or control most other aspects of education.
- ▶ The decentralized nature of U.S. education has its **origins** in the early history of the United States.
  - In the 13 British colonies, the colonial governments or, in some colonies, local communities were responsible for education.
  - Each community educated its children according to its priorities, values and needs.
- **Funding**
  - American basic education is largely subsidized by state and local property taxes, and to a lesser extent by the federal government.
    - The major inequities: wealthy districts have ample funding for excellent schools while rural and poor school districts have fewer funds for salaries, textbooks, equipment, and school facilities.

*Source: Education in the United States, DOE, 2003*



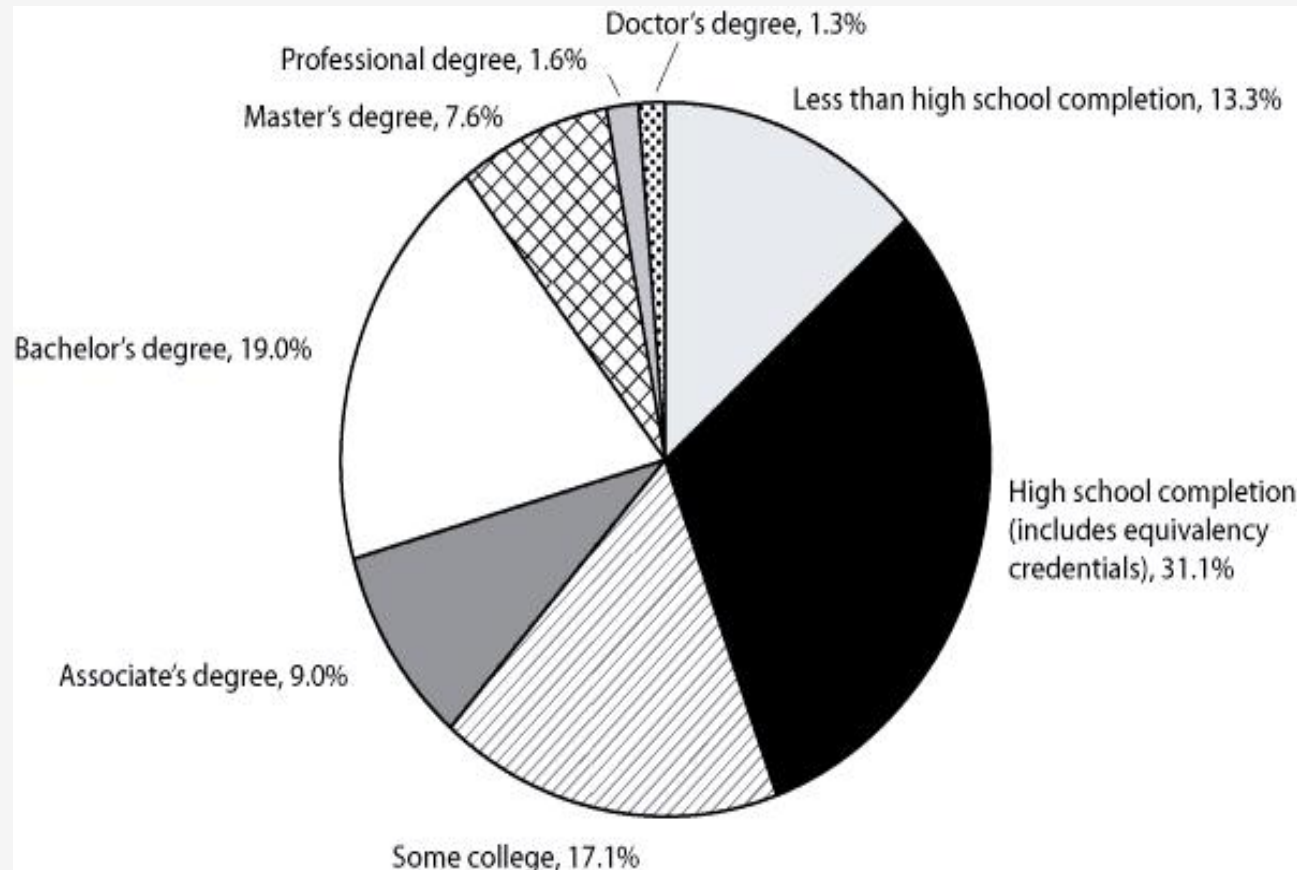
## History of American Education

- The first American schools opened during the colonial era.. In 1642 the Massachusetts Bay Colony (马萨诸塞 (美国州名) 海湾殖民地) made “proper” education compulsory. Similar statutes (法令, 法规) were adopted in other colonies in the 1640s and 1650s.
- The first public schools were opened in 1849.
- By 1870, every state provided free elementary education.

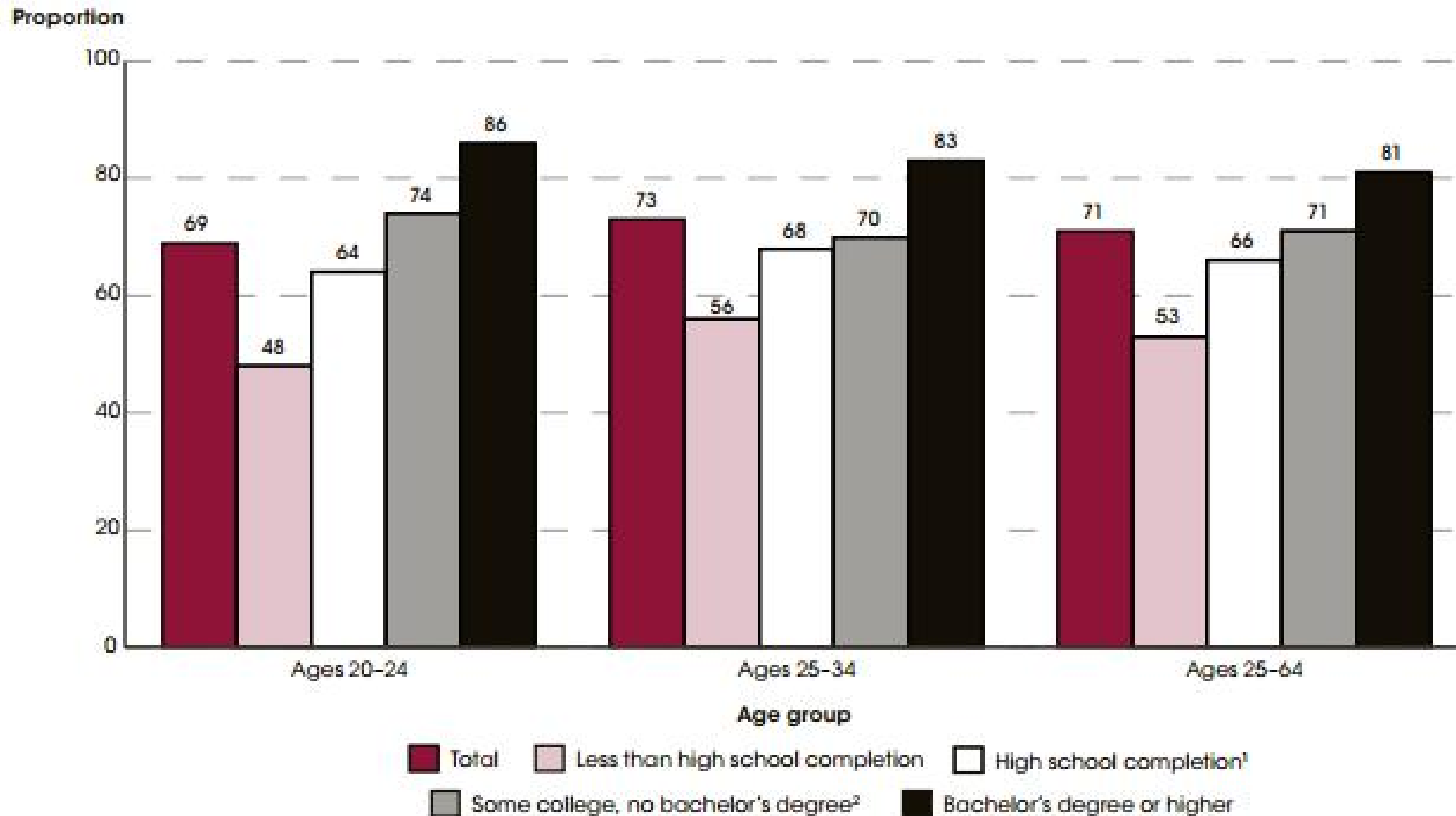


# Statistics

## Highest level of education attained by persons 25 years old and over: March 2009

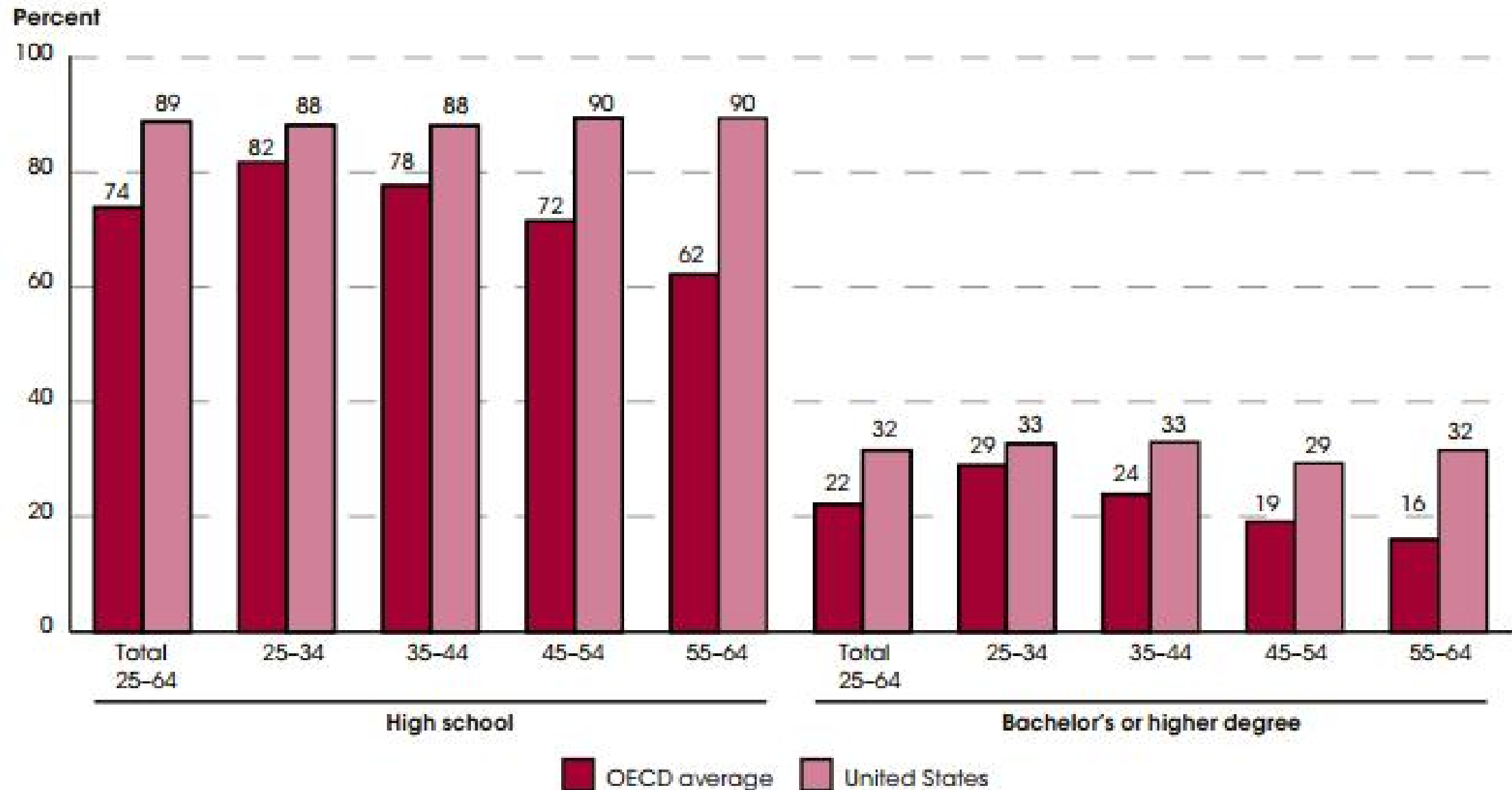


- Over 85% adult population have completed high school.
- About 30% have received a bachelor's degree or higher.
- SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), March 2009

**Figure 1. Employment to population ratios, by age group and educational attainment: 2012**

Source: [http://nces.ed.gov/programs/coe/indicator\\_tba.asp](http://nces.ed.gov/programs/coe/indicator_tba.asp)

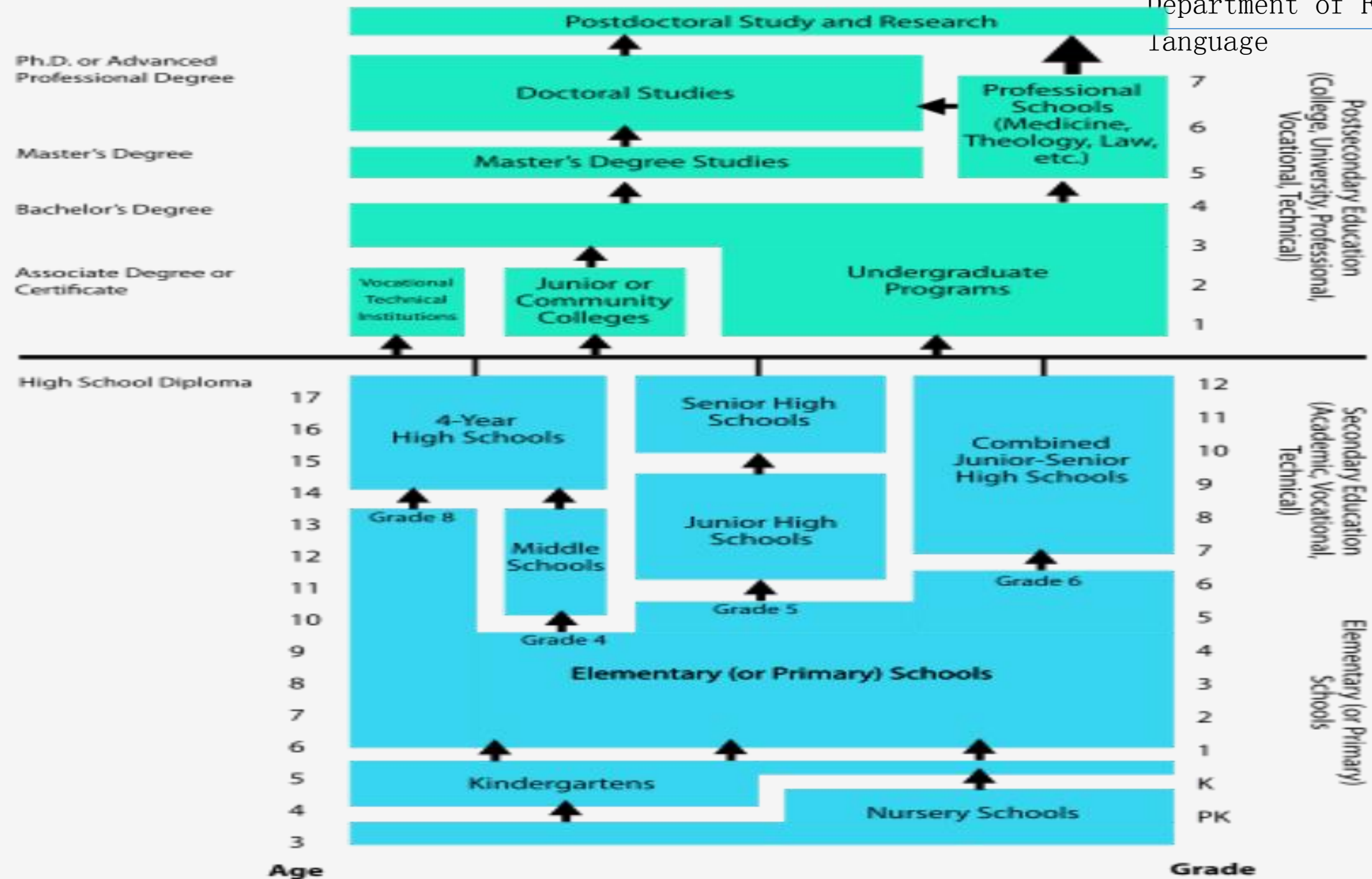
**Figure 1.** Percentage of the population 25 to 64 years old in Organisation for Economic Co-operation and Development (OECD) countries who attained selected levels of education, by age group: 2010



## 3-3

# Organization and Structure

- Early Childhood Education
- Elementary Education
- Secondary Education
  - Academic, vocational, technical education
- Postsecondary Education
  - College and University Education
  - Vocational and Technical Education
  - Professional Education
  - Adult and Continuing Education





## 3-3

# The School System

- Early Childhood Education

- Nursery schools

- Children 3-5 years old, half day session, 2-5 days a week
    - Charge tuition
    - Staffed by qualified teachers and other professionals who encourage and supervise educational play rather than simply providing childcare

- Day care centers

- Infancy to 5, all day long, five days a week
    - Children have lunch and snacks at the center
    - Generally no guided educational activities

# The School System

- Elementary and secondary school
  - Elementary school includes kindergarten through 5<sup>th</sup> grade while secondary school includes 6<sup>th</sup> grade to 12<sup>th</sup> grade.
  - Different combinations in different states:
    - Primary grades (K-3) Intermediate grades (4-6) + Junior high school (7-9), senior high school (10-12)
    - Primary school (1-5) + Middle school (6-8) + high school (9-12)
    - Primary school (1-8) + high school (9-14)
- Child education is compulsory in the US, but the ages for it vary by state. It begins from ages 5 to 8 and ends from ages 14 to 18.

# Elementary School and Secondary Education

- Typically, the curriculum in public elementary education is determined by individual school districts.
- The school districts selects curriculum guides and textbooks that are reflective of a state's learning standards and benchmarks for a given grade level.
- Secondary education comprises middle school and high school education.
- Students are given more independence, moving to different classrooms for different subjects, and being allowed to choose some of their class subjects (electives).

# High School Graduation

- The most important ceremony occurs when students graduate from senior high school, a well defined line in American society which separates childhood and adulthood.
- A dance, or “**prom**” is held on the Saturday after final examinations. Girls buy special dance gowns, and boys rent tuxedos
- Graduation ceremony is held the following week after the prom.
  - Cap, gown, tassel, diploma, etc.





# Parents Involvement

- Parent-Teacher Organization (PTO) or Parent-Teacher Association (PTA)
  - Parents participate in PTO or PTA to help raise money for the school
  - Parent-teacher conferences
    - A teacher will evaluate a child's progress, and parents are able to ask questions and provide background information about the child.
  - “Open House”, “Parents Day” during National Education Week in Nov.
    - Students' work is displayed throughout the school building, and parents and teachers chat informally



# No Child Left Behind

- It is an act that aims at closing the achievement gap with accountability, flexibility, and choice, so that **no child is left behind**.
- Title 1 of the act is a program created by the US DOE to distribute funding to schools and school districts with a high percentage of students from low-income families.
- “No child Left Behind Act 2001 is a landmark in education reform designed to improve student achievement and change the culture of U. S. schools.” (*Education in the United States*, DOE, Sep. 2003)





# NCLB

- NCLB was originally proposed by the administration of George W. Bush immediately after taking office
- Received overwhelming bipartisan support in Congress
  - The House of Representatives passed the bill on May 23, 2001 (voting 384–45)
  - United States Senate passed it on June 14, 2001 (voting 91–8).
  - President Bush signed it into law on January 8, 2002.
- Although NCLB covers numerous federal education programs, the law's requirements for **testing**, **accountability**, and **school improvement** receive the most attention.

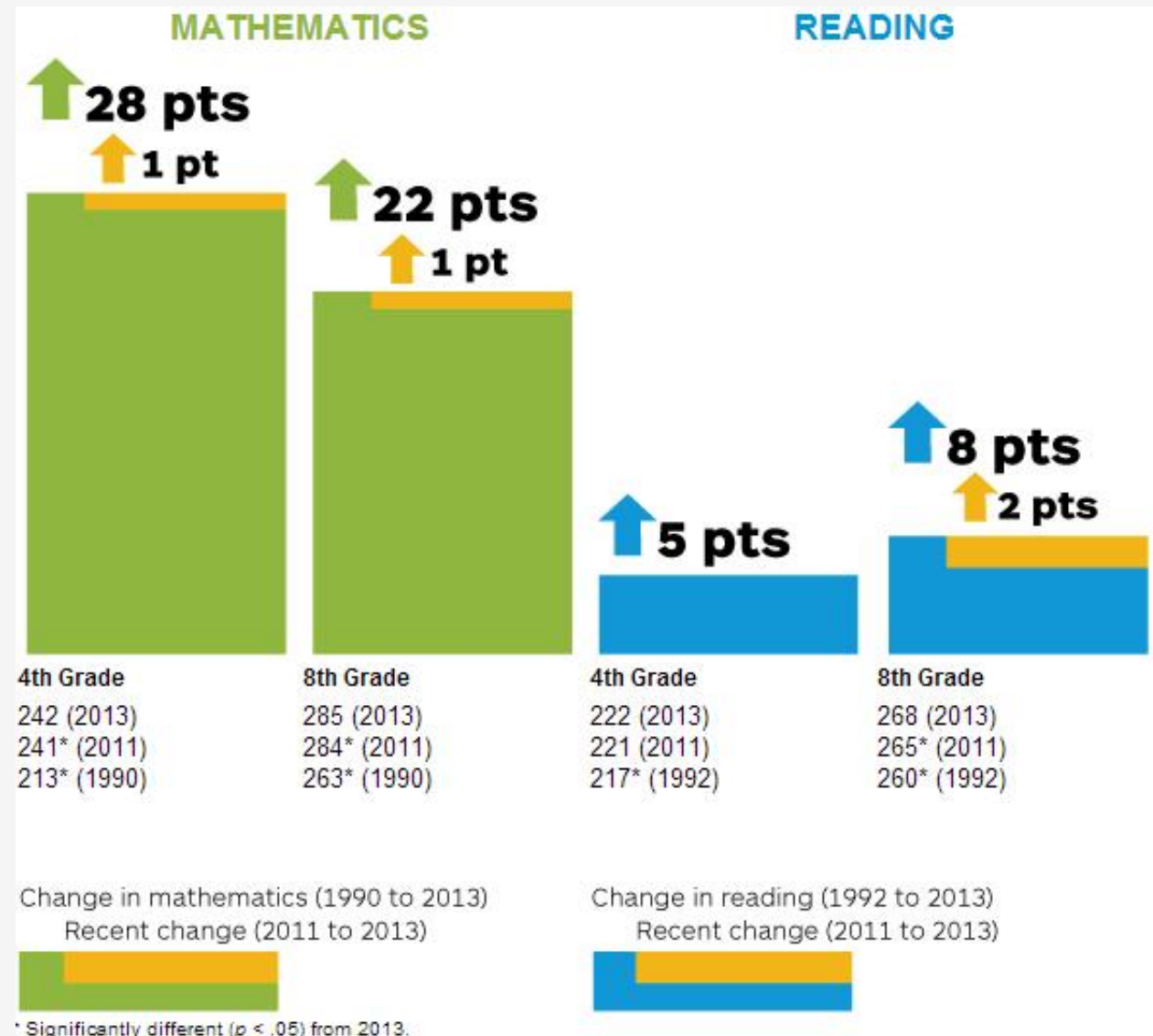
# Requirements for Testing

- NCLB requires states to test students in *reading* and *mathematics* annually in grades 3-8 and once in grades 10-12.
- States must test students in *science* once in grades 3-5, 6-8, and 10-12.
- Individual schools, school districts and states must *publicly report test results* in the aggregate and for specific student subgroups, including low-income students, students with disabilities, English language learners, and major racial and ethnic groups.
- Schools are required to pass *yearly tests* that will judge how much *improvement* the students have made over the fiscal year.
  - decide whether schools are living up to the standards that they are required to meet.
  - If these improvements are not met, the schools face decreased funding and other punishments.
  - Pros and Cons?

# Credits

- Statistics have demonstrated that students' performance in the reading and mathematics tests indeed improves.

Changes in Scores in NAEP for 4<sup>th</sup> and 8<sup>th</sup>



## IN THE NATION

2013 AVERAGE SCORE IN

### Mathematics



**increased**

FROM THE FIRST  
ASSESSMENT IN

**2005**



**unchanged**

FROM THE LAST  
ASSESSMENT IN

**2009**

2013 AVERAGE SCORE IN

### Reading



**decreased**

FROM THE FIRST  
ASSESSMENT IN

**1992**



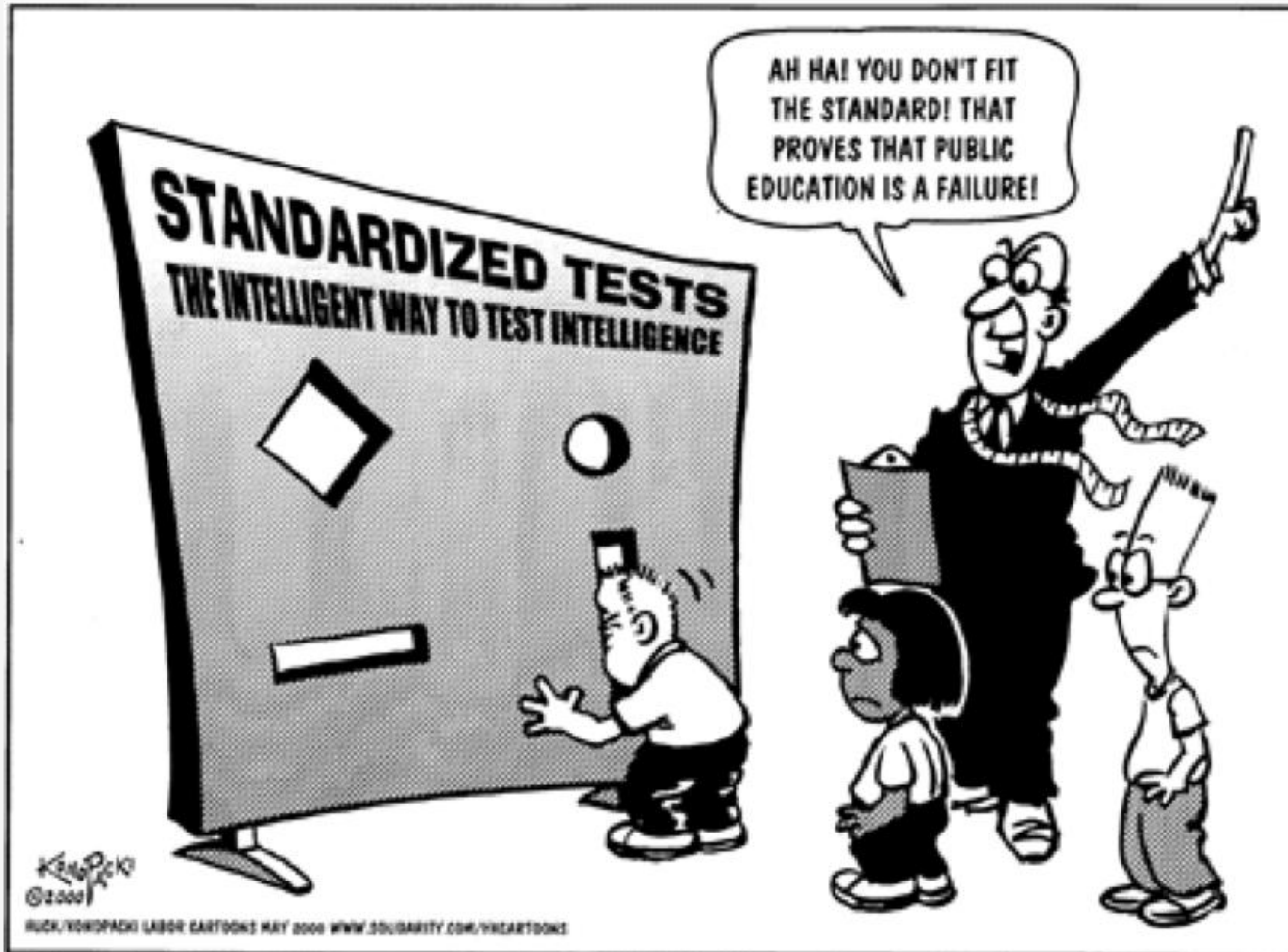
**unchanged**

FROM THE LAST  
ASSESSMENT IN

**2009**

Changes in Scores in NAEP for 12<sup>th</sup> Graders

# Criticisms



- However, NCLB has been facing oppositions from schools and people are concerned with the possible negative effect that NCLB may incur.

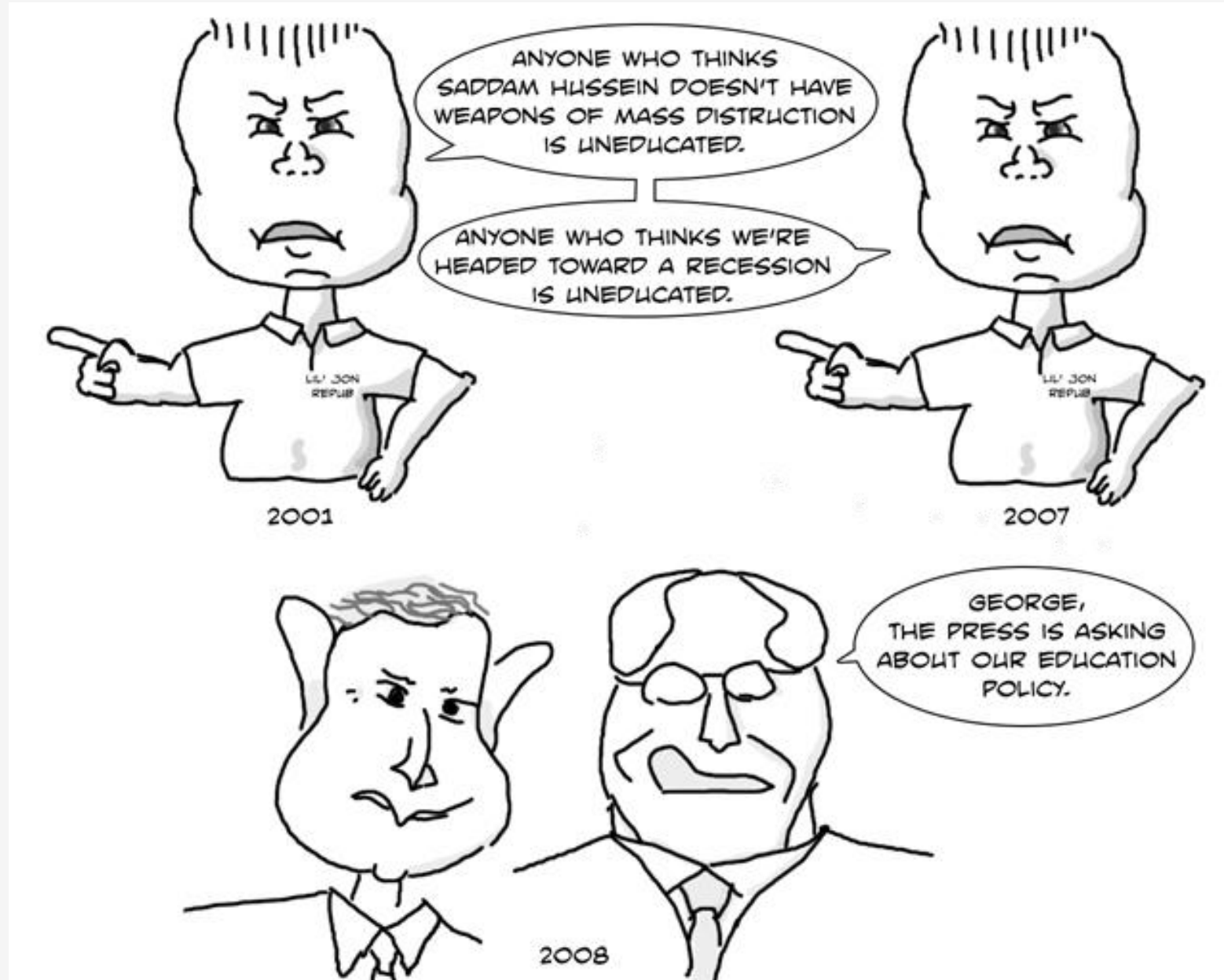






The No Child Left Behind system has left teachers more concerned with metrics and quotas than student learning, and nobody is winning.





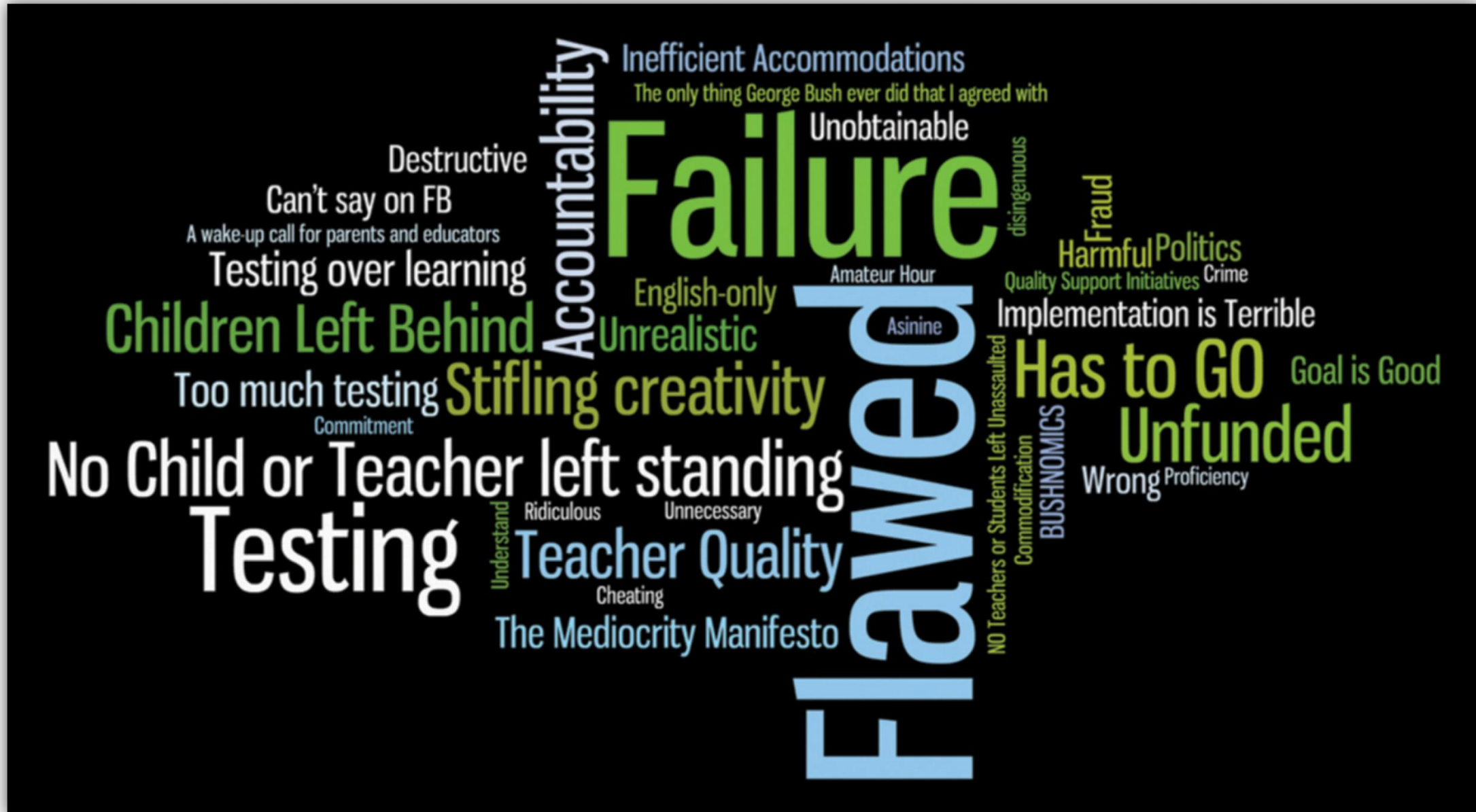


# Public Opinions: A Survey

- 280 responses to the question "**What word or words do you associate with No Child Left Behind?**," which *Education Week* posed on Facebook. The most-popular answers appear in the largest type and include "Flawed," which came in at No. 1 with 72 votes, followed by "Failure" (49)



# A Survey



# Higher Education/Postsecondary Education

- According to the US Department of Education, there are 6,632 higher education institutions in the US (2009).
- Two-year colleges (often but not always **community colleges**)
  - offer the associate's degree such as an Associate of Arts (A.A.) or Associate of Science (A.S.) degree . Community colleges are often open admissions, with generally lower tuition than other state or private schools. Those seeking to continue their education may transfer to a four-year college or university
- Four-year colleges (which usually have a larger number of students and offer a greater range of studies than two-year colleges) offer the bachelor's degree.
- Universities service both undergraduate and graduate bodies. They offer the bachelor's, master's and doctorate degrees.

<i>Number of educational institutions, by level and control of institution: Selected years, 1980-81 through 2008-09</i>												
Level and control of institution	1980-81	1990-91	1998-99	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
<b>Public schools</b>	<b>85,982</b>	<b>84,538</b>	<b>90,874</b>	<b>93,273</b>	<b>94,112</b>	<b>95,615</b>	<b>95,726</b>	<b>96,513</b>	<b>97,382</b>	<b>98,793</b>	<b>98,916</b>	<b>98,706</b>
Elementary	59,326	59,015	63,462	64,601	65,228	65,718	65,758	65,984	66,026	66,458	67,112	67,148
Secondary	22,619	21,135	22,076	21,994	22,180	22,599	22,782	23,445	23,998	23,920	24,643	24,348
<b>Postsecondary Title IV institutions</b>	---	---	<b>6,431</b>	<b>6,479</b>	<b>6,458</b>	<b>6,354</b>	<b>6,412</b>	<b>6,383</b>	<b>6,463</b>	<b>6,536</b>	<b>6,551</b>	<b>6,632</b>
Degree-granting institutions <sup>2</sup>	3,231	3,559	4,048	4,182	4,197	4,168	4,236	4,216	4,276	4,314	4,352	4,409
2-year colleges	1,274	1,418	1,713	1,732	1,710	1,702	1,706	1,683	1,694	1,685	1,677	1,690
4-year colleges	1,957	2,141	2,335	2,450	2,487	2,466	2,530	2,533	2,582	2,629	2,675	2,719
Non-degree granting	---	---	2,383	2,297	2,261	2,186	2,176	2,167	2,187	2,222	2,199	2,223



# Functions of Higher Education

- Teaching
- Research
- Public service



# Undergraduate Education

- Admission Criteria

- High school GPA (Grade Point Average)

- A+(100-97), A(96-93), A-(92-90)
    - B+(89-87), B(86-83), B-(82-80)
    - C+(79-77), C(76-73), C-(72-70)
    - D+(69-67), D(66-63), D-(62-60)
    - F (Fail)

- Class ranking

- A measure of how a student's performance compares to other students in his or her class. It is commonly also expressed as a percentile. For instance, a student may have a GPA better than 750 of his or her classmates in a graduating class of 800. In this case, his or her class rank would be 50, and his or her class percentile would be 94.

- Standardized Test

- SAT (Scholastic Aptitude Test and Scholastic Assessment Test)
  - ACT (American College Testing)
- Extracurricular activities





**○SAT:** The current SAT Reasoning Test, introduced in 2005, takes three hours and forty-five minutes, and costs \$47 (\$75 International). Possible scores range from 600 to 2400, combining test results from three 800-point sections (math, critical reading, and writing).

**○ACT:** The ACT test consisted of five tests: English, Math, Reading, and Science reasoning, and writing. Candidates may choose either the ACT assessment (\$33), or the ACT assessment plus writing (\$48).

- 45 minutes for a 75-question English section
- 60 minutes for a 60-question Math section
- 35 minutes for a 40-question Reading Comprehension section
- 35 minutes for a 40-question Science section
- Comparatively, the SAT is structured such that the test taker is allowed at least one minute per question, on generally shorter sections (25 or fewer questions).

## ► After Admission

- Once admitted, students engage in *undergraduate study*, which consists of satisfying university and class requirements to achieve a bachelor's degree in a field of concentration known as a major. (Some students enroll in double majors or "minor" in another field of study.)
- The most common method consists of four years of study leading to a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), or sometimes another bachelor's degree such as Bachelor of Fine Arts (B.F.A.), Bachelor of Social Work (B.S.W.), Bachelor of Engineering (B.Eng.,) or Bachelor of Philosophy (B.Phil.) Five-Year Professional Architecture programs offer the Bachelor of Architecture Degree (B.Arch.)

# Graduate Study

- Entrance into graduate programs usually depends upon a student's undergraduate academic performance or professional experience as well as their score on a standardized entrance exam like the **Graduate Record Examination** (GRE-graduate schools in general), the **Graduate Management Admission Test** (GMAT), the **Medical College Admission Test** (MCAT), or the **Law School Admission Test** (LSAT).

► **Graduate study, conducted after obtaining an initial degree and sometimes after several years of professional work (usually 1-3 years), leads to a more advanced degree such as a master's degree, which could be**

- **Master of Arts (MA)**
- **Master of Science (MS)**
- **Master of Business Administration (MBA)**
- **Master of Education (MEd)**
- **Master of Fine Arts (MFA).**
- **Some students pursue a graduate degree that is in between a master's degree and a doctoral degree called a Specialist in Education (Ed.S.).**

- After additional years of study and sometimes in conjunction with the completion of a master's degree and/or Ed.S. degree, students may earn a Doctor of Philosophy (Ph.D.) or other doctoral degree, such as
  - Doctor of Arts (文学博士)
  - Doctor of Fine Arts (美术博士)
  - Doctor of Musical Arts(音乐艺术博士)
  - Doctor of Education (教育学博士)
  - Doctor of Theology (神学博士)
  - Doctor of Medicine (医学博士)
  - Doctor of Pharmacy (药学博士)
  - Doctor of Physical Therapy (物理疗法博士)
  - Doctor of Osteopathy (骨病学博士)
  - Doctor of Podiatry Medicine (足病学博士)
  - Doctor of Psychology (心理学博士)
  - Juris Doctor (法学博士)



# Cap and Gown for university graduates



## ○Dormitory life

## ○Religious life

## ○Social life

- Sorority and fraternity (The Greek letters). National groups with many chapters at schools throughout the country, e.g. Alpha Delta Phi
- Go through “rush” and “pledge”
- Limit membership to one particular racial or religious group and similar background.

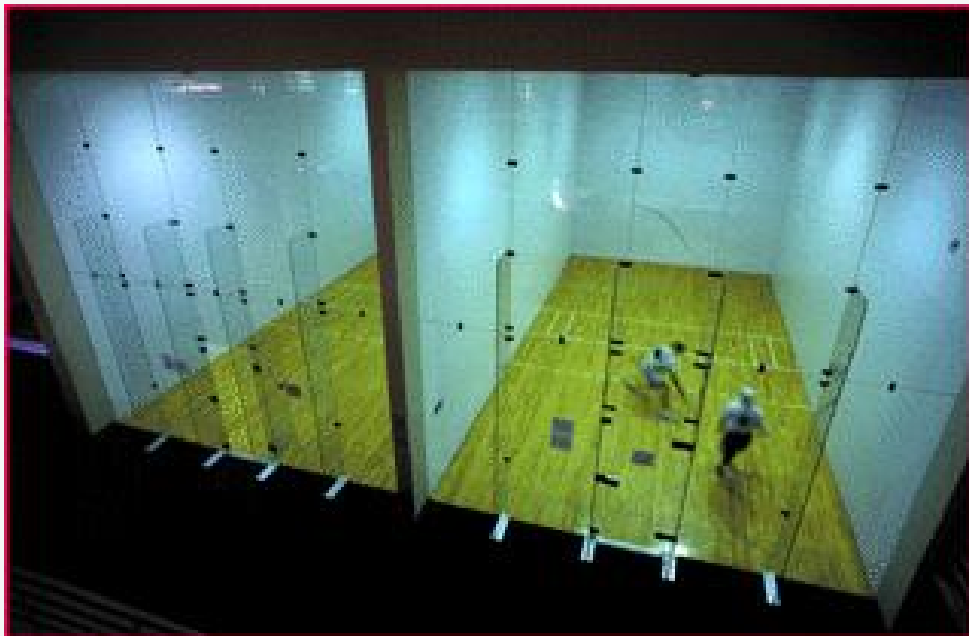
## ○Athletic life

- Annual activity fee
- Athletic activities
  - Gym

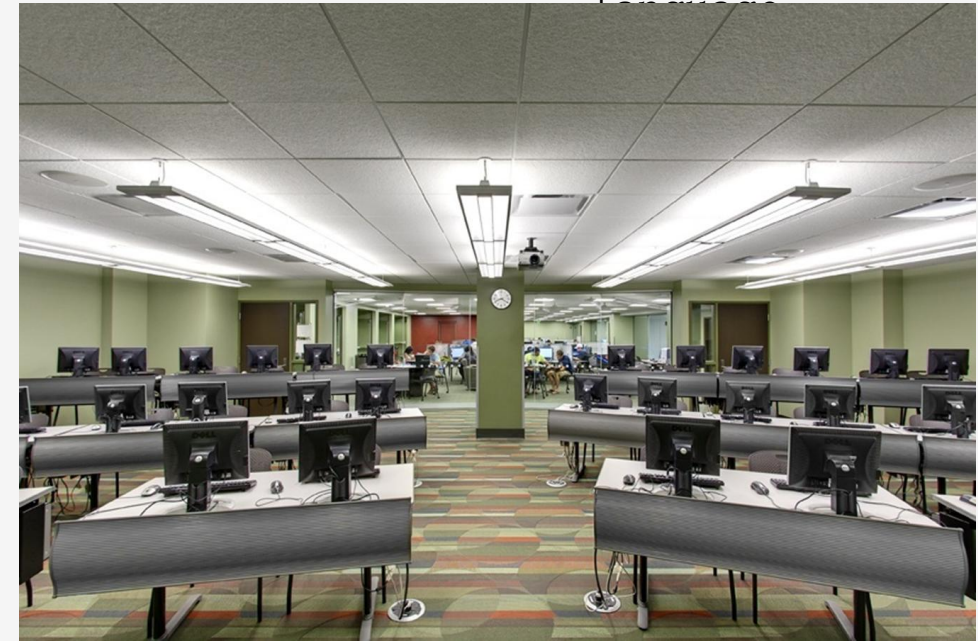
## ○Intercollegiate football Extra-curricular activities

- Homecoming
- Computer lab
- Art displays
- Music programs
- Drama
- Student organizational activities
- ...









## ► Academic work

- add/drop week
  - Outline of the course, course requirements, and evaluation procedures.
- Credit hours
  - Undergraduate (15-18 hrs/week, 5-6 courses/semester)
  - Graduate (9-12 hrs/week, 3-4 courses/semester)
- GPA
- Graduation
  - Undergraduates: finish the required coursework and credit hours
  - Masters: Thesis or Comprehensive exam
  - Doctors: Comprehensive exam and dissertation

## • Tuition

- Annual undergraduate/graduate tuition varies. Tuition for public school students from outside the state is much higher than that for in-state students. (Because each state supports its own university system with state taxes, most public universities charge much higher rates for out-of-state students.)



## Tuition Differences

	Undergraduate	Graduate
In-State Resident	\$212.09/CrH	\$477.20/CrH
Out-of-State Resident	\$717.64/CrH	\$1,109.1/CrH

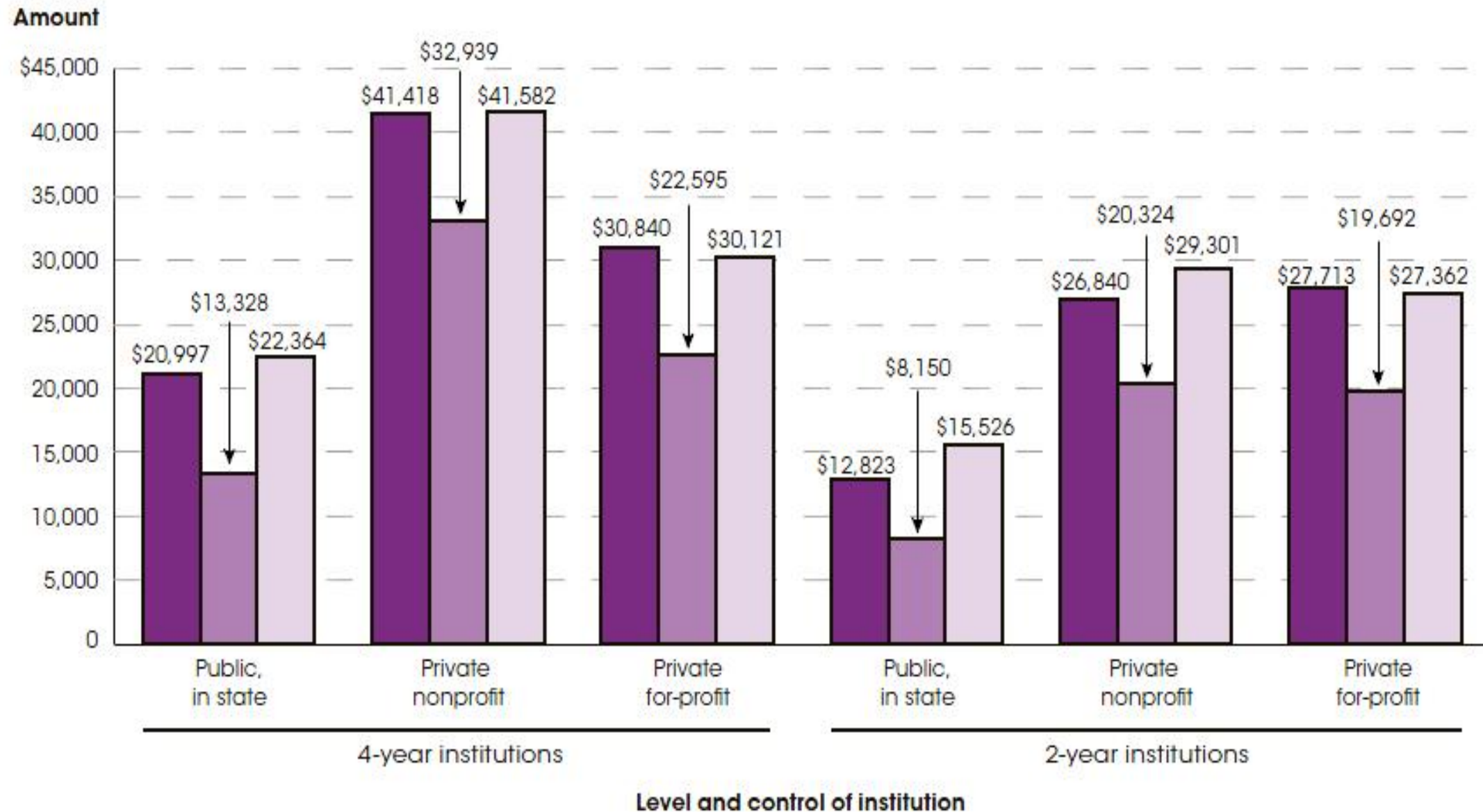
In 2009, average annual tuition at a public university (for residents of the state) was \$7,020. Annual graduate program tuition can vary from \$15,000 to as high as \$50,000.

In 2010, community colleges cost an average of \$2,544 per year for tuition and fees. A private 4-year college cost an average of \$26,273 annually for tuition and fees.

# Cost

- For the 2010–11 academic year, annual current dollar prices for undergraduate tuition, room, and board were estimated to be \$13,600 at public institutions, \$36,300 at private not-for-profit institutions, and \$23,500 at private for-profit institutions.
- Between 2000–01 and 2010–11, prices for undergraduate tuition, room, and board at public institutions rose 42 percent, and prices at private not-for-profit institutions rose 31 percent, after adjustment for inflation. The inflation-adjusted price for undergraduate tuition, room, and board at private for-profit institutions was 5 percent higher in 2010–11 than in 2000–01.

## control of institution and living arrangement: Academic year 2011-12

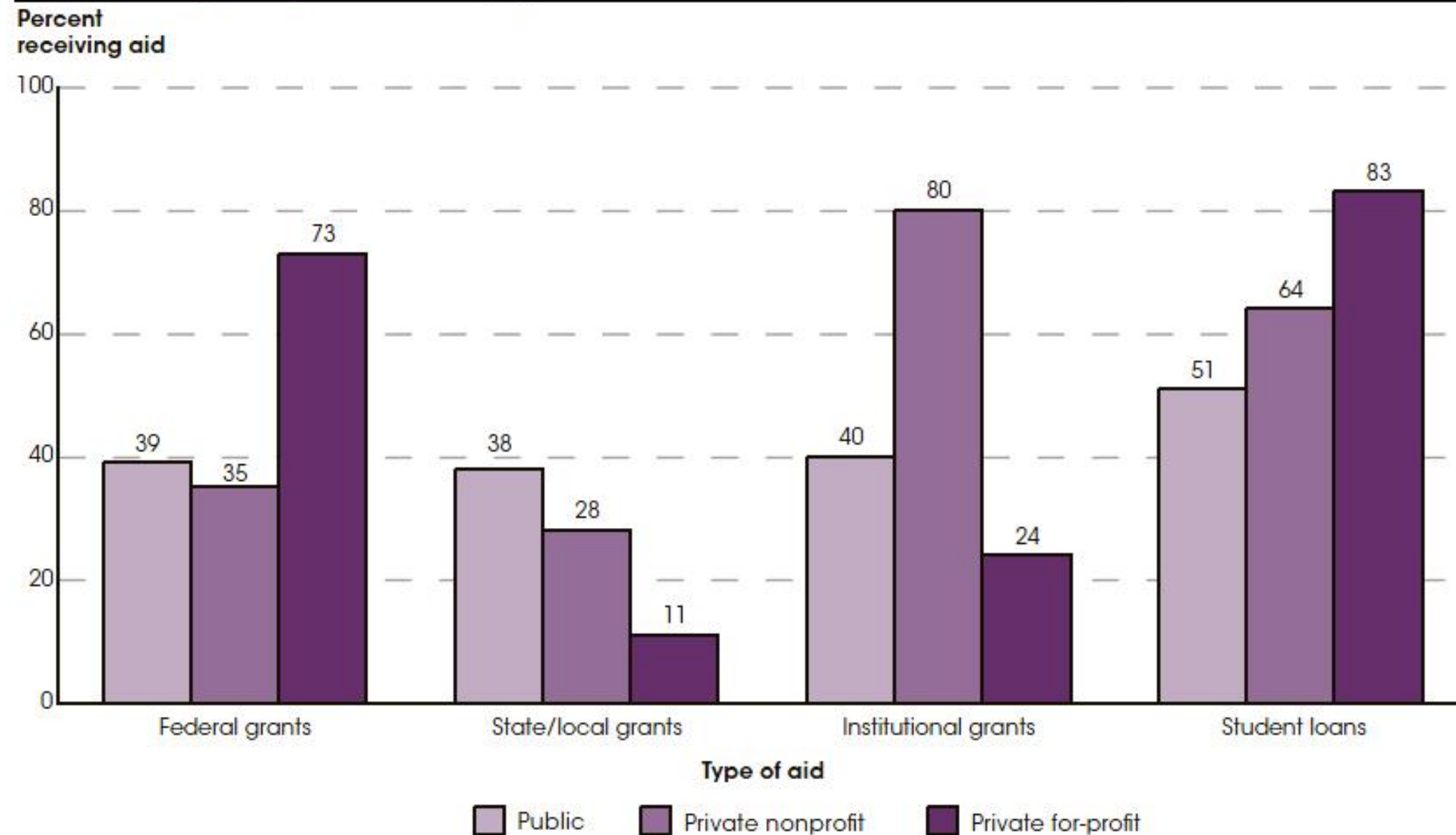


# Access to Higher Education



- The vast majority of students lack the financial resources to pay tuition and must rely on student loans and scholarships from universities, the federal government, or a private lender.

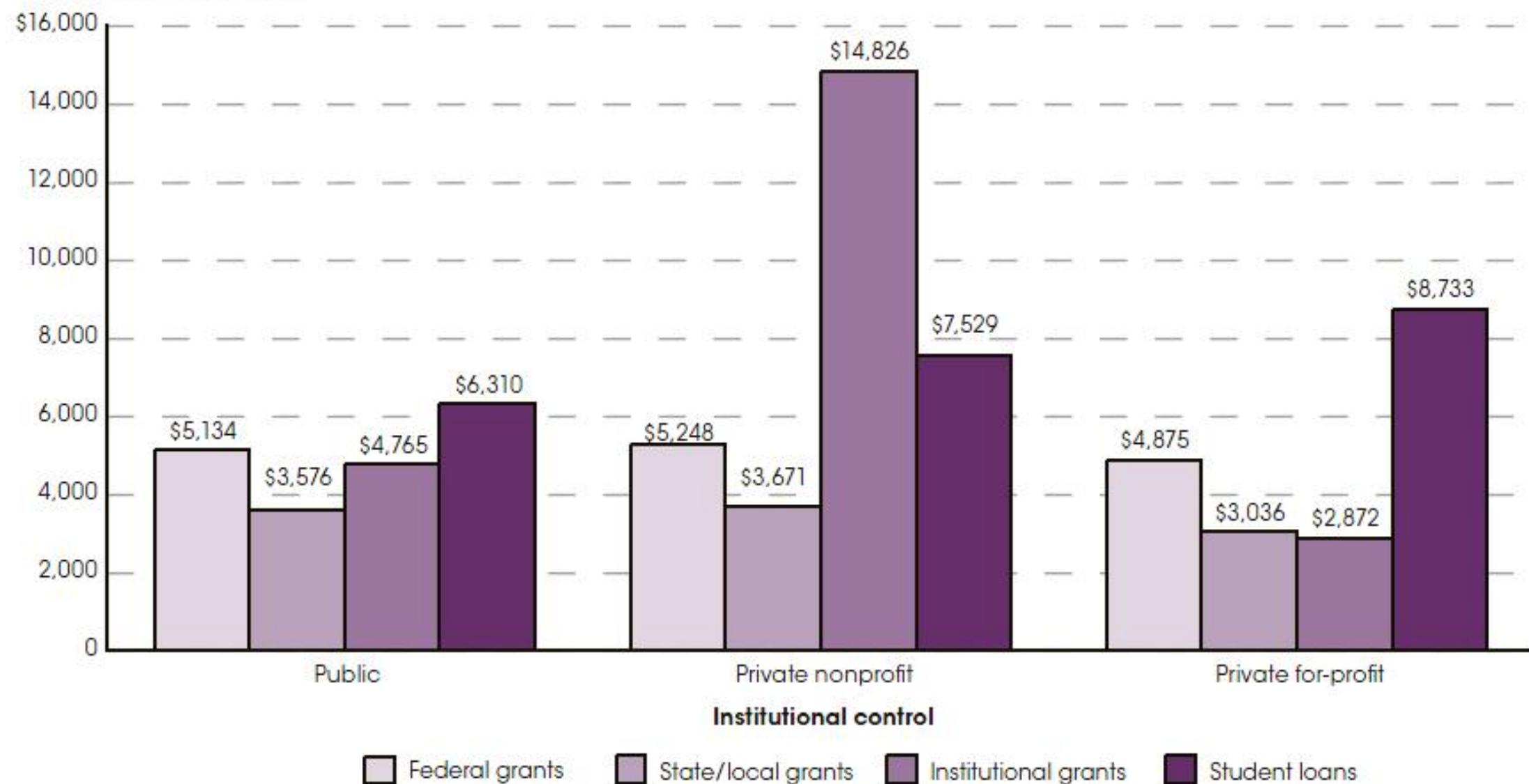
**Figure 2.** Percentage of first-time, full-time undergraduate students receiving financial aid at 4-year degree-granting institutions, by type of aid and institutional control: Academic year 2010-11





**Figure 4.** Average amount of student aid awarded to first-time, full-time undergraduate students receiving aid at 4-year degree-granting institutions, by institutional control and type of financial aid: Academic year 2010-11

Constant 2011-12 dollars



# Statistics

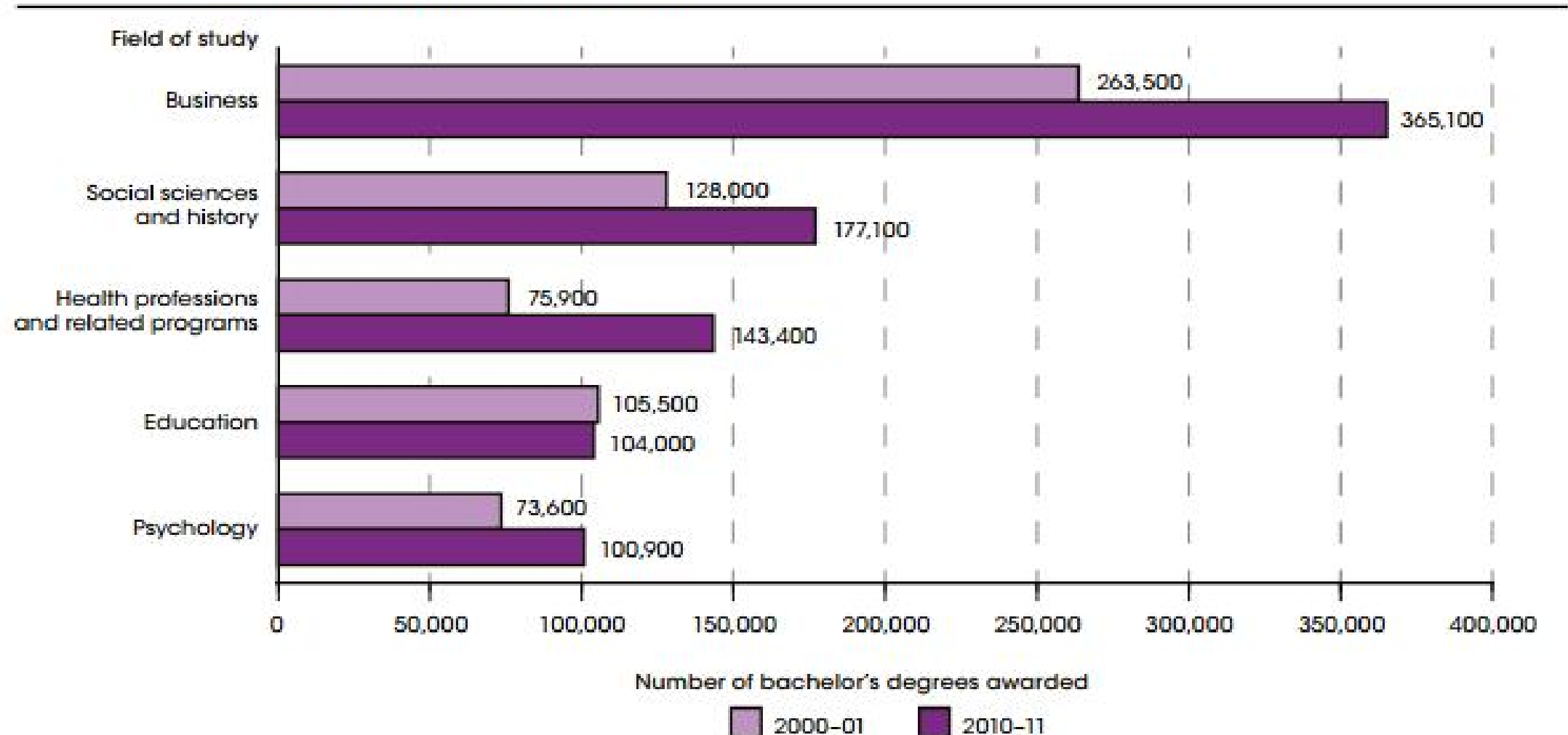
## **Educational attainment in the United States, Age 25 and Over (2009)<sup>[18]</sup>**

<b>Education</b>	<b>Percentage</b>
High school graduate	86.68%
Some college	55.60%
Associates and/or Bachelor's degree	38.54%
Master's degree	7.62%
Doctorate or professional degree	2.94%

# Most Popular Majors (2009-2010)

- At the Bachelor's degree level
  - Business
  - Social Science and History
  - Health Professions and related programs
  - Education
- At the Master's degree level
  - Education
  - Business
- At the Doctor's degree level
  - Health Professions and related programs
  - Legal Professions and studies
  - Education

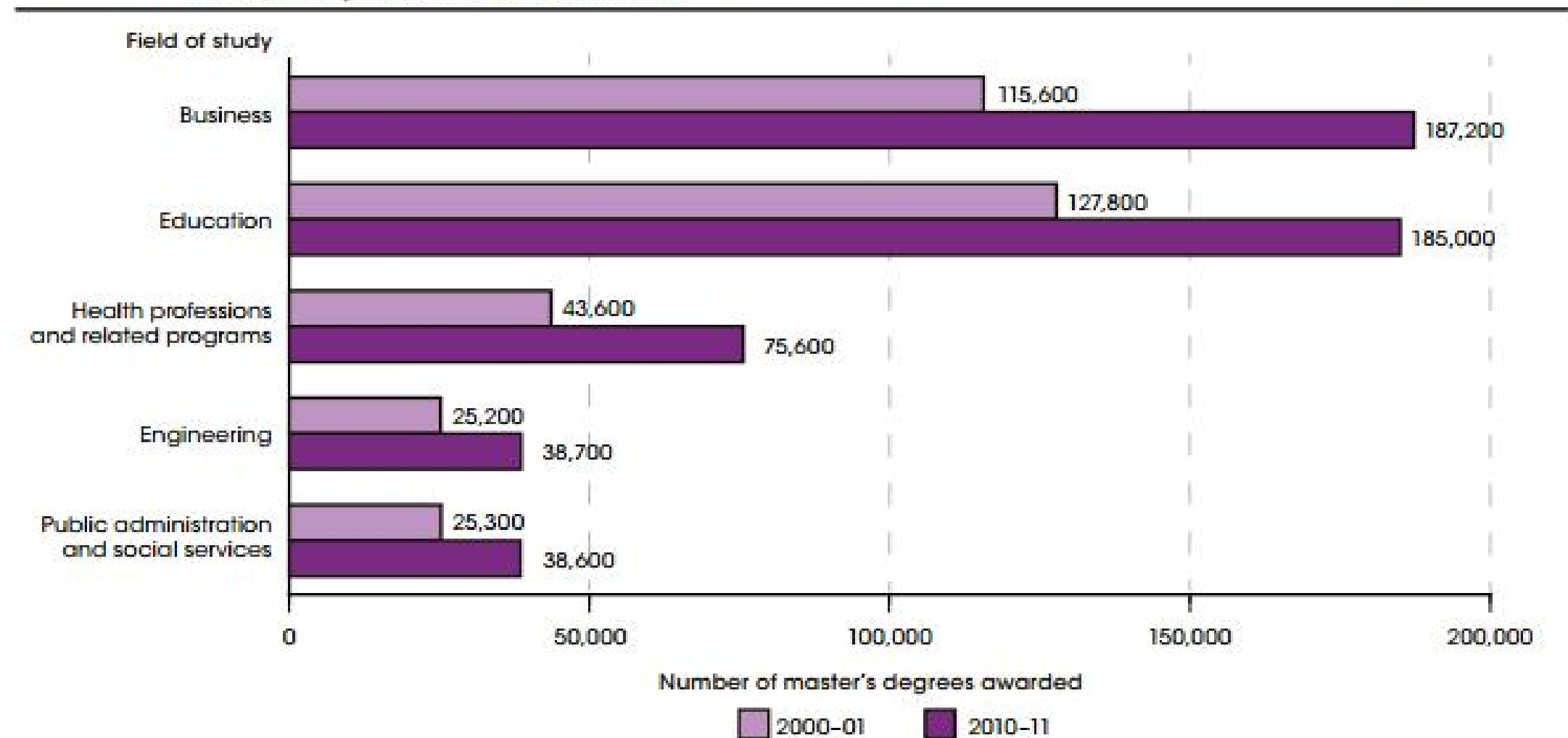
**Figure 2. Number of bachelor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 2000-01 and 2010-11**



NOTE: These five fields were selected because they were the top fields in which bachelor's degrees were awarded in 2010-11. Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The estimates for 2000-01 have been reclassified when necessary to make them conform to the new taxonomy. "Business" includes Business, management, marketing, and related support services and Personal and culinary services.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001 and Fall 2011, Completions component. See *Digest of Education Statistics 2012*, table 313.

**Figure 1. Number of master's degrees awarded by degree-granting institutions in selected fields of study: Academic years 2000-01 and 2010-11**

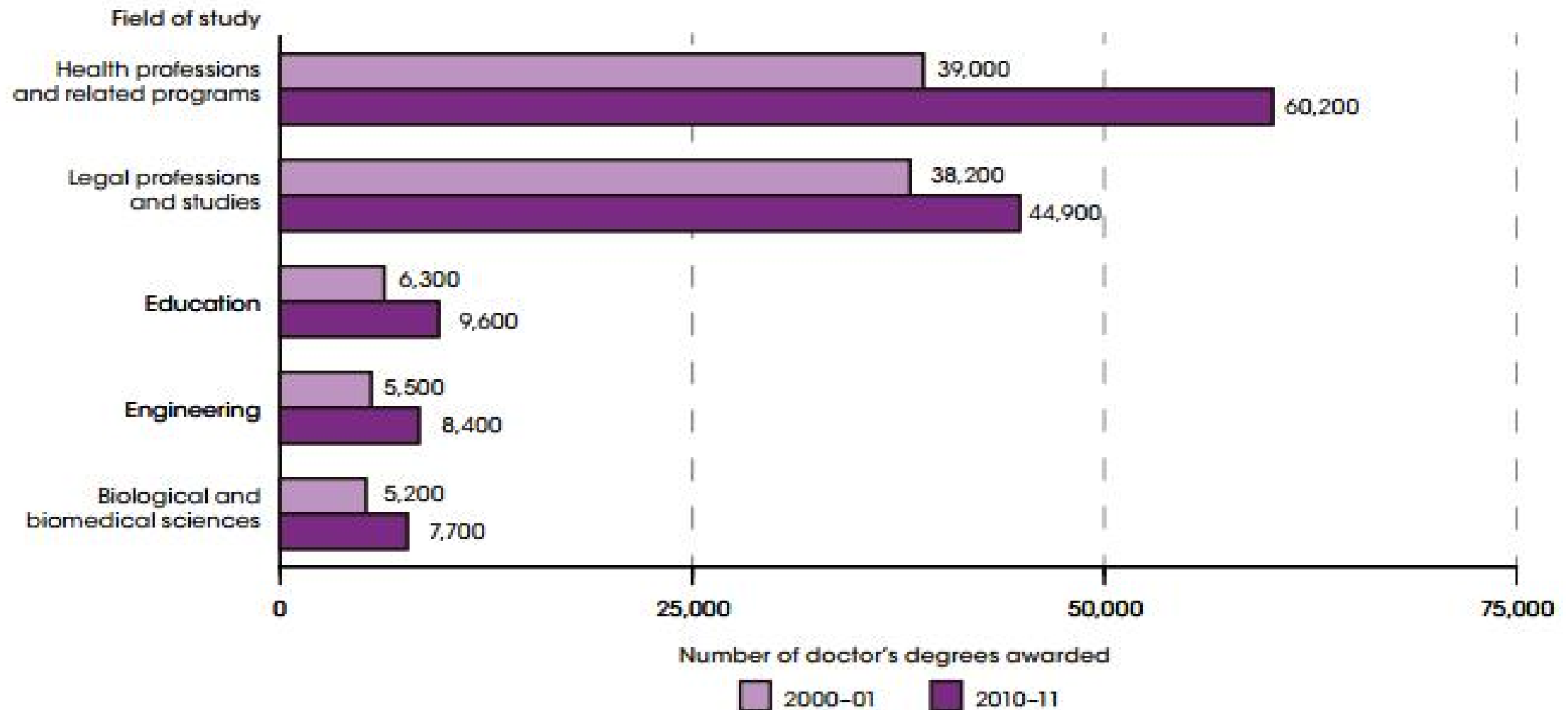


NOTE: These five fields were selected because they were the top fields in which master's degrees were awarded in 2010-11. Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The estimates for 2000-01 have been reclassified when necessary to make them conform to the new taxonomy.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001 and Fall 2011, Completions component. See *Digest of Education Statistics 2012*, table 314.



**Figure 2. Number of doctor's degrees awarded by degree-granting institutions in selected fields of study: Academic years 2000-01 and 2010-11**



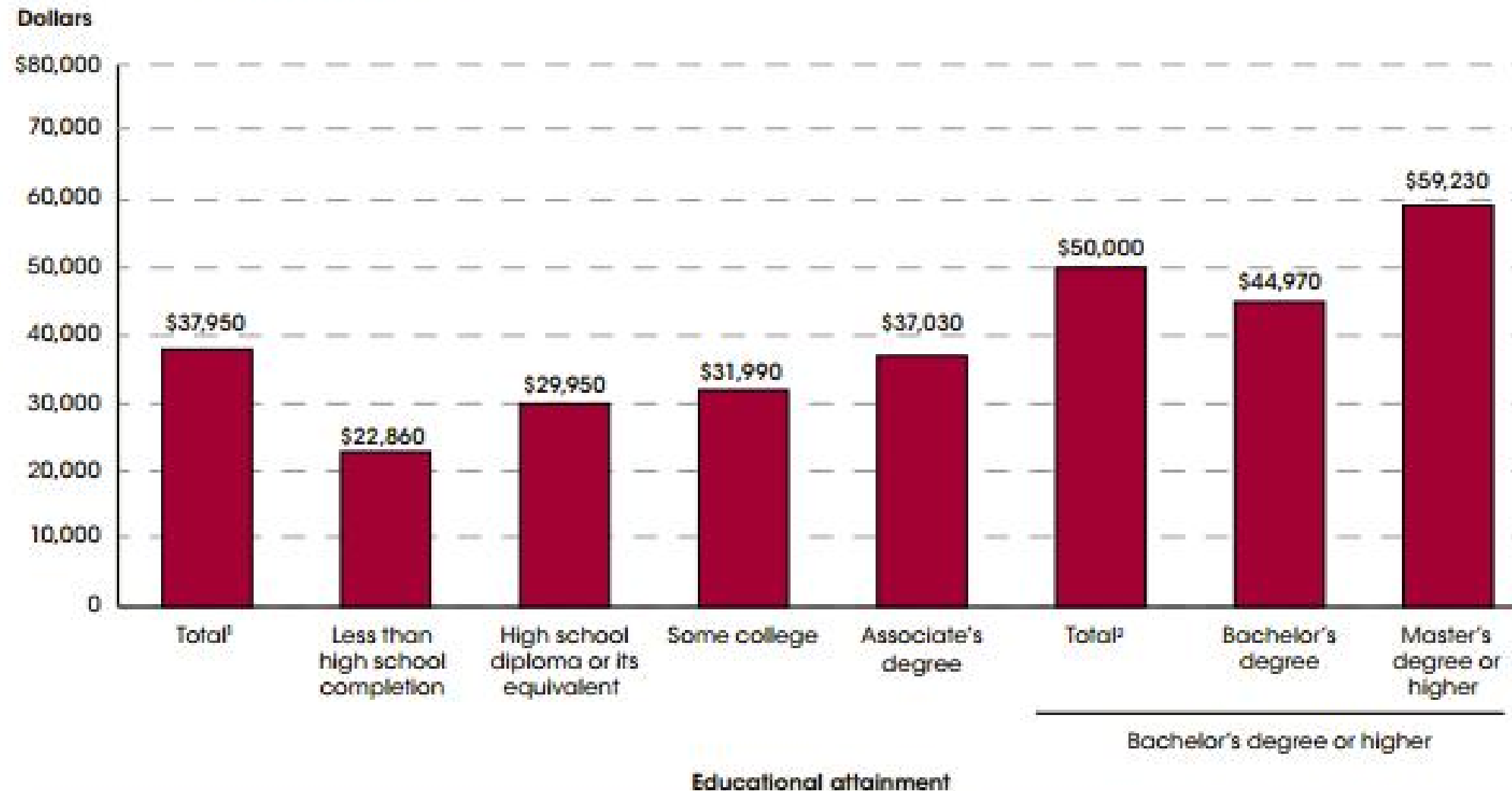
NOTE: These five fields were selected because they were the top fields in which doctor's degrees were awarded in 2010-11. Includes only institutions that participated in Title IV federal financial aid programs. The new Classification of Instructional Programs was initiated in 2009-10. The estimates for 2000-01 have been reclassified when necessary to make them conform to the new taxonomy.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Fall 2001 and Fall 2011, Completions component. See *Digest of Education Statistics 2012*, table 315.

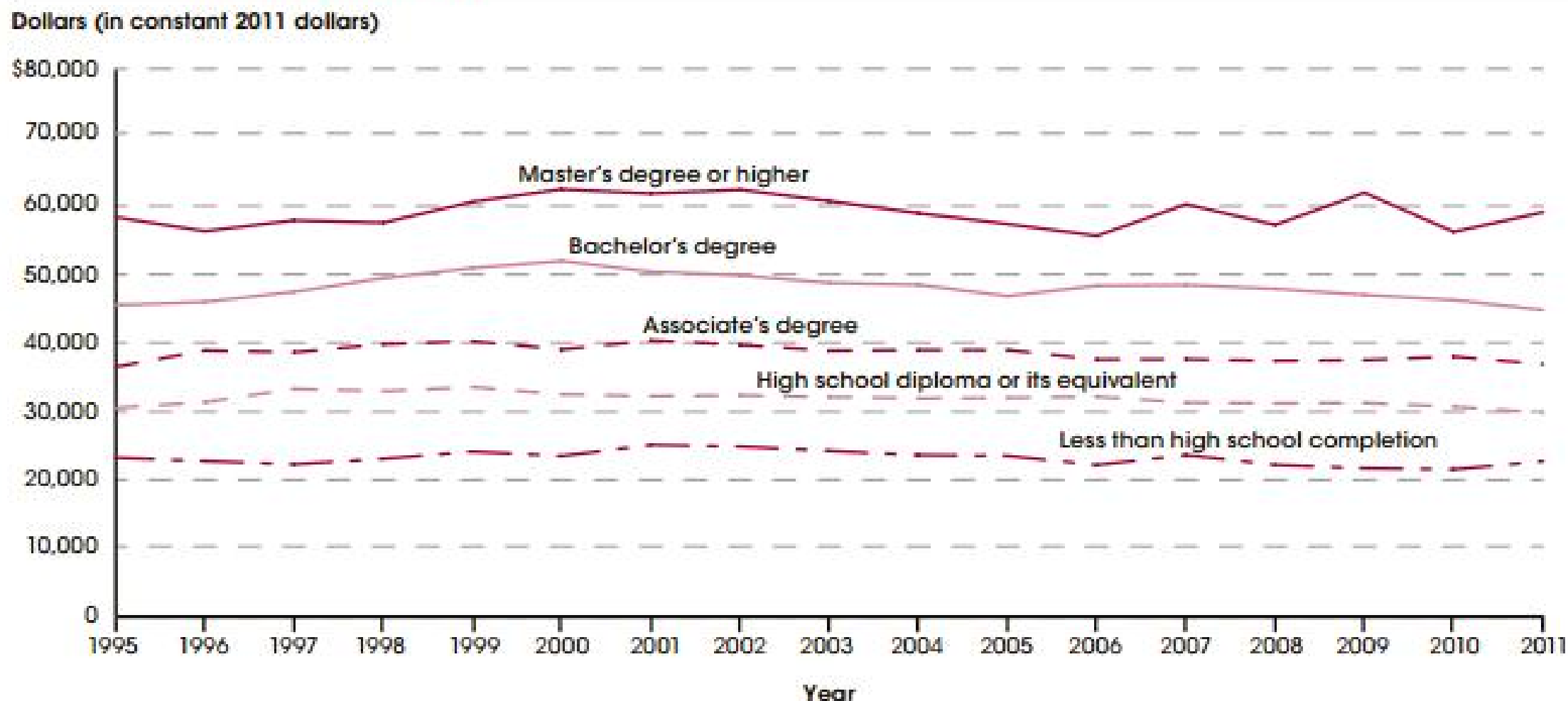
# Annual Earnings of Young Adults

- In 2011, young adults with a bachelor's degree earned almost **twice** as much as those without a high school diploma or its equivalent (97 percent more), 50 percent more than young adult high school completers, and 21 percent more than young adults with an associate's degree.

**Figure 1. Median annual earnings of full-time, full-year wage and salary workers ages 25–34, by educational attainment: 2011**



**Figure 2. Median annual earnings of full-time, full-year wage and salary workers ages 25-34, by educational attainment: 1995-2011**



NOTE: Earnings are presented in constant dollars, based on the Consumer Price Index (CPI), to eliminate inflationary factors and to allow for direct comparison across years. Full-year workers refers to those who were employed 50 or more weeks during the previous year; full-time workers refers to those who were usually employed 35 or more hours per week.

SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 1996-2012. See Digest of Education Statistics 2012, table 439.

# Assignment

- Form a 4-member group and give a presentation that aims at comparing education conditions of the U. S. and China.
- You could compare the education systems, the financial issues, corresponding laws, or any issue that interests you and that deserves the work.
- Please include a section regarding the source of your information. Do not simply copy others' idea!
- Your presentation will be in ppt or any other similar format, and no less than 20 slides.





**Group work**



A personalised  
approach to  
education

We have mission to foster in our students a  
lifelong desire to learn and a commitment to  
contribute to their communities and the world.

Study in college



**Discussion and debate**

# PART FOUR

## THE DIFFERENCE BETWEEN CHINESE AND WESTERN EDUCATION

4-1

What should education bring to us

## Primary school



➤ In the China



➤ In the west



4-2

# What should education bring to us

## Family In China



### Helicopter parents

In the child's growth process, parents are most concerned about children's learning. To make the children get good grades, the parents don't let the children do anything.

## 4-3

# What should education bring to us

## Family In the west



West's parents pay more attention to child **mental health** , and therefore great attention to **emotional communication** with children, care for the child's **psychological needs**. They often discuss issues with their children.



## 4-4

# What should education bring to us

- *In China*
- Emphasize **mechanical**(机械的) **memorizing**.  
If the book is read hundreds of times, its meaning is shown naturally.
- Primary and secondary schools are mostly **oriented education**（应试教育）, schools do not pay attention to children's **hands-on practical skills**（动手实践能力） and the ability to think, simply try to **instill**（灌输） thinking test scores.



4-5

# What should education bring to us

- *In West*

Emphasize the child's

“**power of understanding.**”

Seeking the knowledge  
from life and nature.

The education system in  
the west is different. It  
involves the text book,  
but many times, the

students have to do research to  
answer some of the problems left by  
the teacher. no one is supposed to be  
able to achieve 100 percent.



4-6

# The focus thinkings in education

## •The US

- inductive or operational thinking tends to be used.
- Operational thinking——  
to learn information and skills in order to promote practical operations in the real world.
- where to find facts & how to use them creatively.**

## •China

- exam-oriented thinking
- basic objective——  
gain knowledge for its own sake ,especially for admission tests.
- How to gain a good mark to get into a good school.**

4-7

# Class discussions

## •The US

- Encourage informal discussions and Q&A sessions during their classes, seminars, or training events.
- They feel there is genuine value in audience participation.

Students are the center of the class.

## •China

- They think mechanical memory is more efficient.
- Sometimes using Q&A sessions but not often. However, students are not willing to answer the questions.

•Teachers are the center of the class.

4-8

# Teaching methods

- The US

- experiential learning
- problem solving
- case studies
- participation activities.

- China

- expository method
- Q&A method
- demonstration method
- experimentation
- heuristic method



4-9

# Attitude to books

- The US

Books are sources of opinions or interpretations,  
not sole authority.

- China

Books compiled by the person in authority are the authority answer of our examinations.

Students prefer to make notes on the books rather than understanding the ideas.

4-10

# Cheating & Plagiarism

- similarity

that it is okay to help each other when studying, etc.  
but it is not okay to help them on the actual test  
or on papers they are to turn in as their own work.

To give another student the answers to a test is  
cheating.

I think the western view about cheating is similar to  
Chinese culture.

These are to demonstrate the student's progress and  
to determine if they have met the objectives of the  
course. If they have not met the objectives, they  
should not pass and will have to take the course  
again.



# Difference

Western teachers hate cheating and it can be grounds for failing the class or dismissal from college

In general, Chinese teachers are not so strict. They hope their students can get high scores in their class .But the staff of the school still check special strict.



4-6

Making friends

# The differences between the students

## In western country

Western students are quite likely to be acquainted and make friends with a wide cross-section of fellow students.

Choose their roommate, place of residence, academic course, schedule and extracurricular activities.



## In China

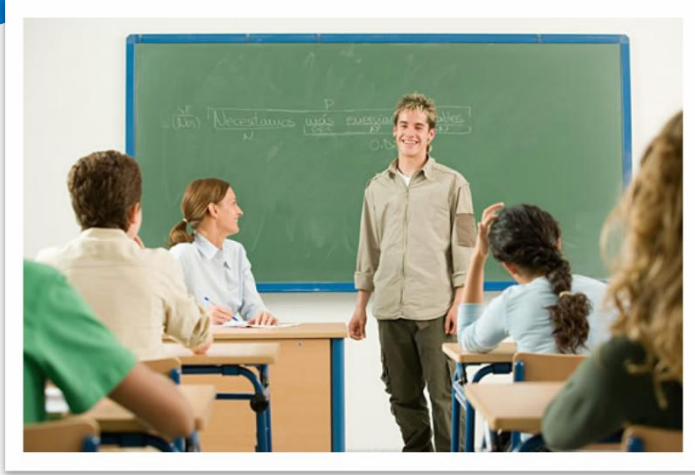
Students also can choose their course ,schedule, and extracurricular activities.

While, they cannot choose their roommates or place residences ,and what's more, there are too much homework to do, So , Chinese students have **relatively narrow** range of friends



In class

In western country



**individual interests**  
**teamwork and cooperation**  
**Self-expression**  
**self-reliance,**  
**self-motivation,**  
**Individual initiative**  
**and personal achievements**

In China



**teamwork and cooperation**  
**Emphasize mechanical**  
**memorizing**  
**Repeat , the eyes and the**  
**hands do not leave the books**  
**Acknowledge accumulation**  
**Respect the authority**



# For teachers: two key points

## Relationship:

Chinese teachers are always very **strict** with us at our homework or studies. They want us to be **serious**, too. Thus, some of us often find it **difficult to** get along with our teachers and we always feel that we're prepared to do anything and **have no choice**.

Western professors will sometimes form a more **informal, closer** relationship with their students. They may mentor some students in the field of study but they will not take on a parental role. The students are more **creative** and **independent**.

# Time (Integrity) :

- Generally speaking, deadlines in the US are strictly kept so it is on time **without excuses**. Professors don't typically keep attendance. It is **up to the student** to do the required work, learn the material and show up for class. You **would not ask for leave** from the professor's class.
- As far as I know, Chinese teachers have many **similarities** with foreign teachers. They are always **punctual** except for special reasons and they also request us to participate in any class. However, we may be more lucky with our attendance and deadlines, because it is **not always strict** in some classes.



# **The contrast of family education between China and western countries**

- 1、 The tendency of family education**
- 2、 The values of family education**
- 3、 The focus of family education**
- 4、 The training of sense of independence**
- 5、 Financial education**

# **The tendency of family education**

## **IN CHINA:**

**Parents tend to focus the social enlightenment.  
However,they ignore the development of children themselves.**

## **In western countries:**

**Parents in western countries often start from the  
characteristics of their children,letting them develop freely.**





## The values of family education

### IN CHINA:

It's parents faults for  
children's being ignorant.

In western countries:

Children are as equal as any  
members in the families.





# The value of family education

China	Western Countries
◆Care about the reputation in educating the child.	◆Education is not the preparation for making their living, but for survival.
◆The education's goal is for making their living, for honor.	◆Emphasize "the learned education."

## The focus of family education



### **IN CHINA:**

**Parents pay attention to the  
cultivation of moral**

### **In western countries:**

**Parents pay attention to children's  
curiosity and imagination of nature.**

## The training of sense of independence

### **IN CHINA:**

**Learning is the most important thing that children should care about.**

**In western countries:  
Focusing on training the children's  
sense of  
independence.**



## China

- Emphasize mechanical(机械的) memorizing.
- If the book is read hundreds of times, its meaning is shown naturally.

## Western Countries

- Emphasize the child's "power of understanding."
- Seeking the knowledge from life and nature.

# Financial education

**IN CHINA:**

**Earning money is the thing only for adults.**

**In western countries:**

**Inspiring the children to get the money  
through their own efforts.**



# Education in managing money



- ✓ Earning money to support one's family and managing the wealth are adult's matter.
- ✓ Try every means to satisfy the children with the money.



- ✓ Teach the child to make plans for budget items, learn to spend money reasonably.
- ✓ Encourage the child to work outside to gain income by themselves.

## Two Educational Reports

In 1979, one Chinese educational delegation went to the United States and one US educational delegation came to China and both of them made a report after their visits.



## The Chinese report said

The American students were much self-confident and independent. Their teachers encouraged them to do so instead of correcting them. The pupils knew limited vocabulary and solved mathematics problems with their fingers, but they all had a strong desire for great inventions. In class, students were free to walk from seat to seat, talking without being controlled.



The US students in class

# The American report said



The students sat on seats with their hands on the back. The teachers just talked and talked for several periods having no time for water. The students had much assignment called homework. Those who had the highest score would be prized as "Three Good Students" with certificates.





## ***The commons between China and western countries***

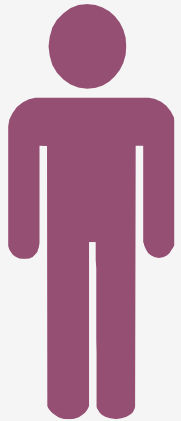
- 1、 Parents all pay attention to home education
- 2、 Parents have a clear division of their duties.
- 3、 Parents are the best teachers for children.



## The advantage of Chinese education

**Comparison with western countries, the education in China is more traditional and more systematic. It's better for the children's intelligence development.**

**Training and education for many years also can enable the student to have the collective consciousness, the strong sense of responsibility and discipline.**



All in all, there are many differences between China and Western family education and each has its strong points and weak points. We should ***reject the dross and absorb the cream of them*** (取其精华, 去其糟粕), advance the family educational modernization.

Q1

What are the differences in family education of ***the value*** between china and western countries?

Q2

How to translate “取其精华，去其糟粕”?

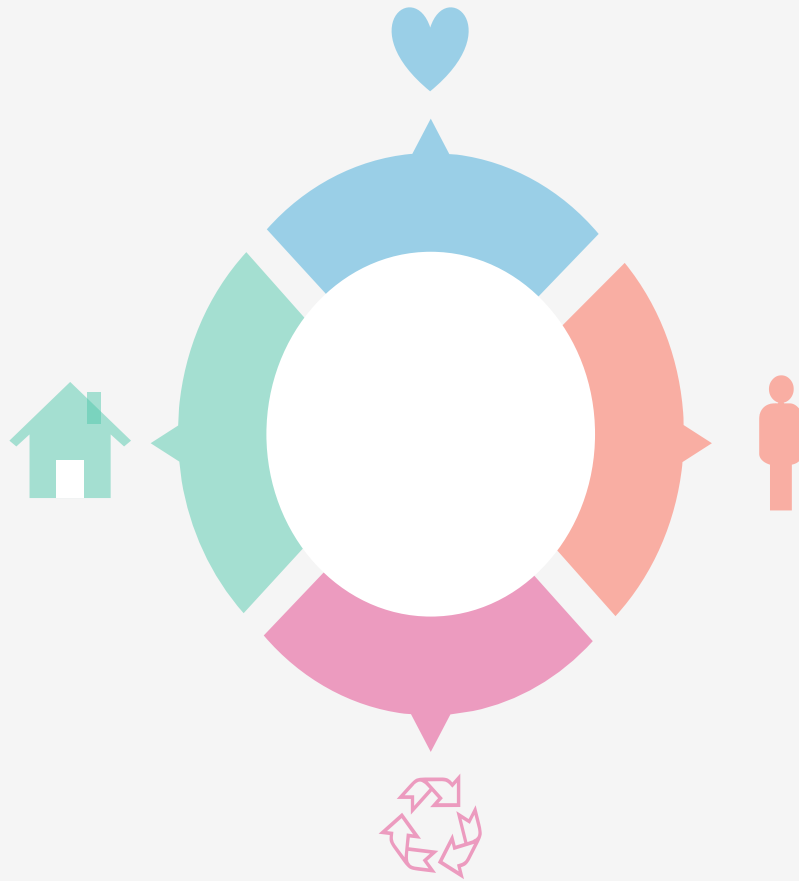
Reject the dross and absorb the cream of them.

Q3

In the future ,how will you educate your children?

4-11

ASSIGNMENT



流散与包容

英译汉 On the tourist  
Trail of China's Jews

阅读 国学：上海为何  
向犹太人敞开大门



**THANKS FOR YOUR COMING**

INTERCULTURAL COMMUNICATION