

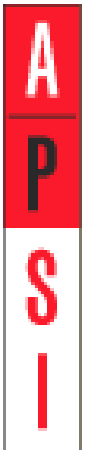
# Listening to Teacher Voices: Opportunities and Obstacles in Teaching East Asia in the Classroom

## Part I: Background

- Professional Development workshops for K-12 educators
- Workshop structure and other resources for K-12 educators
- Evaluation plan

## Part II:

- Findings from the evaluation



# Structure of the Workshops

- Two-day workshops each summer
- One day for elementary and middle school educators
- One day for middle and high school educators
- Middle school educators can choose to attend either one or both
- Thematically based, lead by East Asian studies faculty



# Workshop Organizing Principles

- Find Synergy with other Duke programs and events
- Balance between providing content knowledge and resources on how to teach that content in the classroom
- Provide on-going support to the workshop participants
  - Resource lending library
  - Listserv to introduce opportunities and resources
  - Artists in the Schools program



# Examples of past workshops

Summer 2010

- **Contemporary East Asia – Historical Connections:**  
Exploring the art exhibit, *“Displacement: The Three Gorges Dam and Contemporary Chinese Art.”*



# Summer 2010 Workshop

- Lecture on Themes and Topics in Chinese Visual Culture
- Gallery tour by curator of education
- Lecture on East Asia on the Screen – Media Resources for Teaching East Asia, on Korean music
- The workshop on Middle and High School educators had a lecture on religion in contemporary China



# Summer 2011 Workshop

## • **Movement across East Asia: Music, the Arts, and Dance** (Elementary and Middle School)

- Exploring the Silk Road through Music
- Exploring Korean Culture through Children's Literature

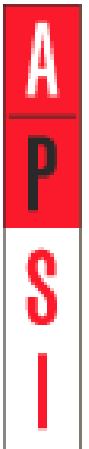
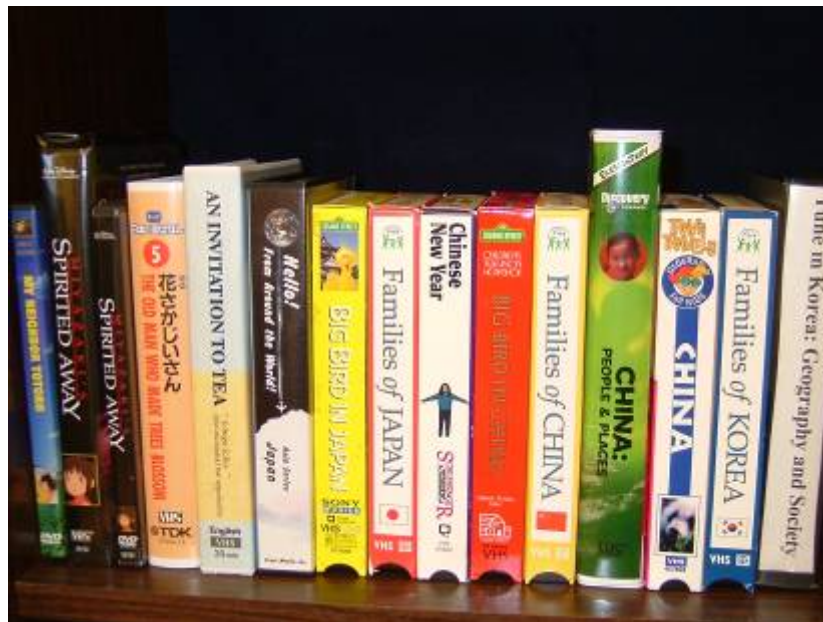
## • **Turning Points in East Asia: Then and Now** (Middle and High School Educators)

- Presentation by a historian of Japan
- Demonstration of MIT's Visualizing Culture web project



# Resources for K-12 Educators

- A lending Library



# Artists in the Schools Program



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# Artists in the Schools Program



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# Artists in the Schools Program



# Evaluation—pre-2010

- Emphasis on the number of workshop participants
- Evaluated the effectiveness of the workshop itself, especially for delivering content
- Asked participants if and how they planned to use the content they acquired in their teaching, but collected evidence anecdotally



# Evaluation—post-2010

- Emphasis on outcome
- Worked with a professional evaluator to redesign surveys
- Worked with Jeremy Hilburn, then a doctoral student at UNC-Chapel Hill's School of Education, to plan site visits to collect evidence of effectiveness in terms of outcome



# Pilot Evaluation, Fall 2010

- Evaluate educational outcomes of the workshops,
  - A-content acquisition
  - B-delivering content to students
  - C-lesson planning
  - D-curriculum
  - E-student engagement



# 2010 Pilot Study

- Qualitative Methodology
  - Recruitment focus – 14 teachers who submitted a lesson for extra CEUs
  - Interviews (8) and observations (4)
  - Face-to-face, phone, and email exchange interviews
  - Constant comparative analysis (Glazer & Strauss, 1967)



# 2010 Study – Participants\*

Participants	Content and level	Type	Obs.	Interview	Phone interview	Email exchange
Andi	MS remediation	Public			X	
Mary	MS social studies	Public				X
Anne	Elementary art	Public	X	X		
Rebecca	MS social studies	Public	X	X		
Becky	HS AP Visual Art	Private	X	X		
Mr. Who? (guest speaker funded by APSI)	All levels	Both	X	X		



# 2010 Study Findings

- Increased cultural awareness
  - *“The overall intent [of the workshop] might not have been to make people more culturally aware, but it does that.”*
  - *“It [teaching] is about exposure and raising awareness.”*
- Sharing with other teachers
  - *“I do joint planning with two other social studies teachers so they are learning from my learning.”*
  - *[For an APSI-inspired interdisciplinary unit] “The math teacher is doing the cost of outsourcing, social studies is doing history and current events . . . The overall question is why is it important to be a global citizen? . . . The whole team, 110 kids, are going to see Taiko drumming at Duke.”*





# 2010 Study Findings

- In with the new and updating the old
  - *[goal to] “Bring Japanese culture in at every grade level: 1<sup>st</sup> grade will make tea bowls, 2<sup>nd</sup> will do a carp kite, 3<sup>rd</sup> Kamishibai, 4<sup>th</sup> flower arranging, 5<sup>th</sup> is Japanese landscape art using images from the slideshow courtesy of APSI.”*
- Gains in teacher content knowledge and student engagement
  - *“My content was Africa, so I wasn’t comfortable with Asia. . . . so I went to APSI to improve content knowledge and get some ‘tools for the toolbox’. . . Content is always the first thing. I already have pedagogy. I just need more knowledge. . . APSI gave me a better feel for Asian content.”*



# 2010 Study Conclusions

- Limitations
  - Self-selected group
  - Qualitative validity issues
    - Triangulation
    - Sustained presence in field
  - Evaluating pedagogy
- Takeaways
  - Positive outcomes on content acquisition, lesson planning, and curriculum enrichment
  - Slightly positive outcomes for student engagement
  - Unable to evaluate pedagogy



# Follow-up Evaluation, 2011-12

- Three part evaluation,
  - After the workshop,
  - Focus on workshop itself, but with a clear sense of expectation of implementation of lessons learned
  - On-line survey 5 months later
  - Follow up to see what the teachers have done at that point,
  - Spring semester follow up by Jeremy



# 2012 Study

- Additional goal in 2012 study –
  - identify efficacy of workshops for specific constituents (media coordinators, math teachers, etc.)
- Recruitment plan – Randomly selected 20 teachers for recruitment, 7 agreed to participate
- Data analysis similar to 2010
- 3 findings unique to 2012 study



# 2012 Study Participants\*

Participants	Content and level	Type	Face-to-face Interview	Phone interview	Email exchange
Christine	2 <sup>nd</sup> grade	Public		X	
Sally	Elementary Media coordinator	Public		X	
Justine	2 <sup>nd</sup> grade	Public	X		
Pam	Middle Grades art & drama	Public		X	
Kelly	K12 Instructional Technology & Staff Development Coordinator	Private		X	
Kathy	1 <sup>st</sup> grade	Public	X		
Linda	High school history	Public			X



# 2012 Study Findings

- Asian immigrants students and families: Community and content\*
  - *“It [APSI] gave me a frame of reference of big ideas about culture that I could take into conversations about learning objectives and teaching their kids. I guess overall it just helped me frame conversations with Asian parents. I said to them, “I went to this conference [APSI] and learned X, is that true for your family as well?”*
  - *“I taught about Chinese New Year, and Chinese immigrant parents helped me plan this unit. I could not have launched this project without their help and wouldn’t have had their help without these conversations.”*
  - *“Just being involved in APSI and then the New Year’s unit made me more comfortable as a late-20s white girl. It is difficult to cross boundaries like family dynamics and how different people learn. . . . APSI helped me build a comfort level with Asian culture to build relationships with Asian families.”*



# 2012 Study Findings

- Interdisciplinary resources: Utility and adaptability
  - *Kathy, PD coordinator - “It is difficult to get teachers to do something new, but they often take APSI stuff and run with it right away.”*
  - *“An interdisciplinary, cross-curricular approach is the best in my view . . . APSI speaks to cross-curricular planning and content.”*
  - *“I use [APSI resources] for science and social studies in addition to language arts.”*
  - *“Art is embedded in all culture. A lot of APSI was pertinent to what I do [teaching] history and culture before doing art projects.”*



# 2012 Study Findings

- Efforts to obtain outside resources
  - Three of the seven participants applied for grant money to purchase resources and two of these grants were funded.
  - Two participants brought in guest speakers from the community.
  - Two other teachers expressed a future intent to apply for grant money and bring in guest speakers.
  - Two teachers purchased class sets (one book for each student) of at least one book presented at the workshop.
  - One teacher jointly planned a unit with the Chinese parents.





## 2012 Conclusions

- Workshop was most efficacious for teaching these content areas: social studies, English/Language Arts, and the arts (visual and musical)
- Future recruitment should target professional development coordinators and media coordinators
- APSI is overwhelmingly viewed as an effective professional development



# Redesign

- Changes to 2012 workshop due to this study—this was pre-planned as a part of our NRC grant proposal, but we now had a clearer sense of direction
- Change the format of the workshop from one day each to two days each
- Focus more on strategies for teaching East Asia in the K-12 classroom
- Allow teachers time to engage with each other



# Conclusion

- Questions?

