Shanghai international curriculum of college teachers’ overseas training project –
Take training courses in the University of Alberta in Canada in 2013 for example

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Abstract—In order to carry out and implement Ministry of Education’s "Study in China Program", the Shanghai Education Commission established Shanghai international curriculum of college teachers’ overseas training project in 2010, I had the honor to participate in the project in 2013 and went to the training courses in University of Alberta in Canada for three months. "Student-centered, and promote active learning” is the theme of this training. No matter from English learning (including oral and written), teaching (including teaching mode, select and design learning activities, classroom observation and micro-teaching, second language teaching, motivate and participation, etc.), or from the learning of Instructional Technology (such as the use of multimedia software and hardware technology), I reaped no little benefit. A variety of teaching methods and advanced course management systems and online teaching platform, making the effectiveness of the training courses became doubled but we also saw some shortcomings and areas for improvement from this training course. These are enough to give us reasons to believe that through constant practice and improvement, the Ministry of Education’s project of "Studying in China Program" will rapidly promoted and implemented successfully.

Keywords- "Studying in China Program", Shanghai international curriculum of college teachers’ overseas training project, University of Alberta, training courses

I. INTRODUCTION

In September 2010, the "National medium and long term Education Reform and Development Plan (2010-2020)" was promulgated then Shanghai Municipal Education Commission issued "Shanghai medium and long term Education Reform and Development Plan (2010-2020)”, clearly pointed out educational internationalization to enable students to have the ability of international exchange, international understanding, international cooperation and competiveness. Education Plan also noted “further expands the scale of foreign students, implements Study in China Program.” To better carry out and implement the spirit of the education program, and to adapt the new situation at home and abroad, in the meeting of the national working conference about study in China in September 28, 2010, the Ministry of Education announced the "Study in China Program." The program established the development strategic target in the next decade, making China to become Asia's largest destination for study abroad by 2020, the number of students who study in China will reach 50 million people, students who receive academic education will reach 15 million people.

In order to implement the Ministry of Education’s "Study in China Program" to optimize the structure of foreign students, to develop new models and new ways for overseas students, to encourage college students to establish professional curriculum, and encourage colleges and universities to offer degree programs taught in English, in order to attract more high-quality foreign students to further their study in China, Shanghai Municipal Education Commission established Shanghai international curriculum of college teachers’ overseas training project in 2010 (hereinafter referred to as "International Training Project"), to afford more teachers to be trained for English teaching in China. From 2010, "International Training Project" sends a group of university teachers abroad each year to attend international teacher training courses. As for the selection of foreign schools, the University of Alberta and the University of Queensland are world's top one hundred schools, admit a large number of international students each year, and have a wealth of international experience in language training; study period are about three or four months; The selected teachers are recommended by Shanghai colleges and they are outstanding young universities’ teachers, at least a master's degree or more, and most already have abroad experience or bilingual teaching experience.
II. THE INTRODUCTION ABOUT "INTERNATIONAL TRAINING PROJECT" IN UNIVERSITY OF ALBERTA, CANADA,

Take the University of Alberta in Canada as an example, for the reason that author visited before, the University of Alberta (UA) is located in the capital city of Alberta Ed Mans Dayton, and has 105 years of history so far, the world's top one hundred. University of Alberta, "International Training Project", also known as English Language Program, ELP established in 1973, designed for higher education whose mother language is not English but need to teach in English. The course not only learns words and sentences, but also provides an opportunity to know another culture and to improve communication skills. The project was undertaken by a group of experienced excellent teachers, they used advanced teaching methods, teaching resources and teaching skills. In 2013, "International Training Project" sent a total of 19 university teachers to Canada as students, studied for 3 months (From 2013-08-12 to 2013-11-08). Course objective: students study for the reason that author visited before, the University of Alberta, "International Training Project", also known as English Language Program, ELP curriculum contents are rich; teachers are very familiar with the class: classification memory, understanding, application, analysis, evaluation and creation. Target students' study slogan and pattern under English learning environment, teaching of English language training (Teaching in English, TIE): including: 52 hours of English language training; 117 hours of study of English teaching. The training content are and benefit from English learning, learning pedagogy and teaching techniques, there is a lot that we can learn from the experience.

A. change the teaching mode, make "solo" into "chorus"

ELP curriculum contents are rich; teachers are very responsible and full of passion and vitality. They use a variety of active and interesting teaching methods and approaches, try to make each student throw himself into the course. The course theme is clearly, to make "students as teaching center." Classroom activity and it's design enrich the teaching skills and make teaching more lively and effective, the instructional design should strive to make students to fully understand and participate in the teaching process; syllabus revision and improvement; revise on the previous widely used words "master", "familiar" and other words, change them into more specific words” description, write, design.” Not only to increase students’ understanding of teaching requirements but also to make a reasonable allocation of teaching content. The teaching activities are various, in addition to traditional classroom teaching, there are also impromptu speeches, quizzes, group discussions, written reports and presentations, poster making, teaching practice (Teaching Practice), simulated teaching (such as interviews and making panels) and RPG (role play), etc. In the classroom, purely theoretical teaching takes up a little, students are wished to combine thinking and doing during most of the time, which increases students' enthusiasm and participation. Based on small class teaching, tables and chairs can move freely, according to the lecture content, can be round table panel discussion based, or in semi-group discussions based. Student’s seats are also different from time to time according to the packet exchange. In the classroom students should not only listen but also say, think and do. During the whole teaching process, students are the core and teacher focus on instructional design, teaching activities plays the leading role in the whole class, teachers should change "solo" into "students’ advocate" to promote active learning. the so-called "active learning" is during bilateral activities, students affected by teachers’ education, then give full play to the active and effectively participate in the teaching process, and enhance the consciousness and self-awareness, learn to take the initiative to educate and develop themselves, to become a modern thinking, be self-consciousness, to effectively take the initiative to create, to freely carry out social awareness and social practice. Modern pedagogy believe that students are the main body of learning and development, to establish the "student-centered" concept, all teaching activities must mobilize the students' initiative, enthusiasm and creativity as a starting point. However, in the current teaching in our country there are still single-teaching classroom model, which requires the majority of teachers to be actively involved in the teaching reform to take inspiration teaching style and the discussion mode, focus on cultivating students' active learning spirit, teachers in the classroom should change "solo" into "accompaniment", abandon educational concept that can hinder students' practice develop capacity.

B. Use Bloom taxonomy of educational objectives to guide the teaching objectives, clear the role of students

There is no doubt about the importance of teaching goal, teaching goal means the anticipation of the results of students’ study. And teaching goal restricts the teaching process, the methods and the way of classroom activities. According to Bloom taxonomy, teachers need a frame to help them understand and organize the teaching goals, and make it to be clearly understood and implemented. The course, “The selection and design of the teaching activities”, during this training teaches us how to design teaching objectives more effectively. We often emphasis too much on textbook content and knowledge when setting teaching objectives, but ignore that the clear teaching objectives should be clear about what students should do, that is to say the objectives should be practical and effective. Bloom Taxonomy teaching objectives based on the complexity of the cognitive processes and continue to strengthen followed by the class: classification memory, understanding, application, analysis, evaluation and creation. Target
classification has strong operation, and the application is simple and straightforward. Take the course that I learned Mannequin’s "Anatomy" curriculum for example, the teaching objectives in the cardiovascular system require for the "Mastering the position and shape of the heart, cardiovascular familiar composition, understanding the composition of the cardiovascular system.” In this teaching objective, it didn’t make clear how students do can have a clear grasp of knowledge, master and understanding, so that teaching objectives are ambiguous. If take Bloom taxonomy teaching objectives as a guide, teaching objectives can be set to "draw a heart in front view and the rear view of the main structure (including four heart chambers, four ditch, major macro vascular), describe the location of the heart and size.” This teaching objective clearly told the students to draw and describe, easier to handle and understand, it is effective in practical situations. Only clarify the role of students can ensure the effective of teaching.

IV. INSUFFICIENT AND RELATIVE RECOMMENDATIONS

A. Insufficient aspect

The training programs do still relatively insufficient in relevant professional courses, just sit in professional courses is not enough. Lacking research and teaching exchanges with specialized courses teacher. Maybe appropriately add professional research connected will be better, such as select the relevant professional counterparts teachers to conduct students with research and teaching exchange, arrange correspondingly courses, I believe the effect will be better. To make international teacher training courses better integrated with professional training courses and diagnostic and graft according to the teaching practice of the participants of the project team, it will give greater harvest to each participating student.

B. Suggestions

The UA's "International Training Project" is very reasonable arrangement in general, the teaching effect is significant, students benefit a lot, but there are some places can be improved. (1) Increase exchanges between each training group. It will bring great convenience for learning and living if people can get advice such as: accommodation, living, shopping, transportation, school facilities, as well as courses and related conditions before departure, it also much more likely to get more revenue in three months. (2) Increase the post-investment training. It will undoubtedly greatly increase the practical benefits of this project if tracks the international curriculum implementation and promotion condition at the end of the project. From a practical look at this project, in terms of course content arrangement, classroom organization, teaching methods, or from the use of hardware and software and student participation, there is still a big gap exists in the teaching effect at home and abroad, there are still a lot to learn and draw.

V. CONCLUSIONS

Through this international training courses, students not only have a great improvement in oral and written English, also absorbed the new concept of international education, about how to further improve the teaching skills, teaching mode, teaching practices and have a real practical application feelings, they must adhere to the "student-centered, and promote active learning.” Students will be the contributor of the future aboard education if they spread internationalized curriculum into various schools and classrooms. We have reasons to believe that, through constant practice and improvement of the project, the Ministry of Education’s "Study in Chinese Program" will be rapidly promoted and implemented successfully.

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