

The Internationalization of Curriculum:
The Practice and Thoughts of Huaiyin Normal University

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Dr. Edmonson, Distinguished Dean of the College of Education, Dr. Hynes,
Distinguished Professor and Chair of this conference, Honorable Guests and Colleagues:

March is the month when the temperature gradually rises to the season in Northern Hemisphere. It is such a wonderful time during this warm Spring season while flowers begin to bloom that the College of Education of SHSU hosts this Universality of Global Education Issues Conference. Many international scholars and guests gather in this beautiful campus in the Woodlands to share opinions on educational internationalization.

On behalf of Huayin Normal University (HNU), I would like to extend my sincere congratulations to Dean Edmonson and the College of Education of Sam Houston State University. Huaiyin Normal University is located in Huai'an City, Jiangsu Province, a city with profound historical and cultural heritage, and strong economy. HNU is a local university with a wide range of disciplines and more than 20,000 full-time students.

As we all know, in this era of globalization, it would be impossible for any country, any school and even any individual to seclude himself from the outside world without getting involved in the tide of international education. As a transforming and developing local university in modern China, HNU has a good tradition of opening herself to the outside world.

At the end of the 1970s, HNU started to offer English Language and Literature as one of the major studies and in 1985 HNU started to employ foreign language teachers. For 30 years, HNU has cultivated thousands of English teachers for primary schools and middle schools, and foreign language graduates. The mastery of foreign languages and its application pave the way for the opening and development of a country and a region. The foreign language training and education helps HNU and the local society to expand our horizon to view the political, economic,

social and cultural development of the Western world.

As we all know that, it is from the European and American culture that modern university system originates and this system is very different from Chinese “Shuyuan”, an academy of classical learning in ancient China. The essence of curriculum internationalization implies that before we enjoy the fruits of the civilization and knowledge of the world we should first of all, base curriculum internationalization on our own culture and then lay the emphasis back on the development of culture and knowledge of our own after converging with that of the world.

Thirty years of developing foreign language studies in HNU has opened a window and provided HNU and local primary and middle schools the right set of tools and perspective for the internationalization of our curriculum. It also laid a solid foundation for us to open and develop our worldview.

Since the beginning of the 21st century, China has entered a new stage of opening and development. As a local university deeply involved in the reform and opening in China, it is surely impossible for HNU to seclude itself from the development of China. Therefore, we focus more and more of our attention on expanding our international perspective and making education internationalized. We have seen some fruitful outcome of our practice.

We acknowledge that teachers’ quality is the core of the reform and development of a school and the foundation of making our curriculum internationalized. Therefore, we put special emphasis on developing and recruiting experienced faculty with international perspective. In the past ten years, we’ve been actively recruiting international scholars to teach or to offer seminars in HNU. We’ve constantly increased the proportion of overseas faculty to promote more advanced curricula and teaching methods in order to broaden the students' horizon, and to

enhance students' understanding of international culture and knowledge.

Since 2009, we have been sending our backbone teachers every year to famous universities in other countries for short-term or long-term studies, their purposes varying from giving lectures, curriculum study, academic collaboration, and degree pursuit, etc. Our school also put study abroad experience into our faculty promotion evaluation system. In the past five years, we have sent more than 200 faculty overseas to further their education. This undoubtedly expanded our faculty's perspective on teaching and research, and effectively promote and implement our curriculum to make it more globalized.

While promoting the quality and international experience of our faculty, in recent years, we also take note of supporting classroom instructions and management system especially with bilingual curriculum. Incentive policies have been made to encourage our faculty to teach bilingually and to use foreign textbooks. Great effort is also made to exchange students with sister schools in foreign countries like France, the UK, Japan, and Korea. We have sent more than 300 students in total to these schools.

In order to encourage students to actively get involved in international education, we award credits to the students who participate in study abroad programs and this is also the efforts we have made to promote the internationalization of curriculum. However, we are well aware that comparing with Sam Houston State University and other universities in Europe and America, we are still on a very preliminary stage of making our curriculum internationalized.

In the practice I just mentioned, we focused on introducing our faculty and students the educational system from the western world, and it is only a kind of direct borrowing of external experience. And this does not necessarily fit the development of the local society and economy

and even the international development of HNU. Therefore, in addition to the work we have done, we also have educational programs with the foreign institutions such as experimental classes of international curriculum and what we call sino-foreign cooperation in education.

In 2005, HNU initiated the program of experimental class of international curriculum with Konkuk University in Korea covering three majors of studies and this program has been recognized by the Ministry of Education of China and was listed as a state plan of national college admission. The students admitted in this program will spend their first two years in HNU and the last two years in Korea and qualified graduates can get double diplomas or double degrees. So far about 200 students have graduated and were employed by many Korean companies such as Hankook, a Korea Tire company and Kia, a famous Korean car company. After 10 years of this operation, we fulfilled our initial purpose of educating our local students in an international environment so that they can now serve our society and strengthen our economy.

Through having professors from foreign country to teach in our school and our local students studying abroad, our students benefited from their training, and enriched their knowledge and concepts internationally.

Jiangsu Province, as a province strong in economy and education in China, has continued to expand its territory to connect with the outside and deepen the educational reform. The level of cooperation between China and other countries in education has improved tremendously at various levels. This leads to the birth of many famous international universities in Jiangsu province. For example, Kunshan Duke University (established by Wuhan University in China and Duke University in the US) and Xi'an Jiaotong-Liverpool University (established by Xi'an Jiaotong University in China and Liverpool University in the UK). This really is a reflection on

the effort and the open attitude of Higher Education in Jiangsu. As for our school we are gradually making progress in our practice of global education.

SHSU has maintained a friendly relation with HNU for more than ten years. We have carried out frequent and colorful communication in different ways and on various levels. With the deepening of our friendship, both schools recognized that our exchange will continue to enhance and deepen our educational experience despite our different educational philosophies, practice and cultures. At the same time, we believe this exchange has given our schools and students opportunity to receive international perspective in education.

In February, 2014 the joint undergraduate program of primary education by SHSU and HNU was approved by the Ministry of Education of China and this program is the first education program between China and the US in Huai'an City approved and recognized by the Ministry of Education. The project is called 2+1+1. In other words, our students spend their 1st, 2nd and 4th years of learning in HuaiYin and their 3rd year in SHSU. After the completion of four years of studies, students will receive degrees from both schools. This is an exploratory project for training students to become elementary school teachers. We explore questions such as, how to effectively merge the primary school teachers' training objectives and standards, curriculum and course contents, teaching methods and styles within two cultures.

We do face many new challenges with this agreement, yet it is our hope to achieve the effect that one plus one is greater than two. We anticipate this process can help us integrate the strengths of the ideology of education and culture of China and the US in terms of our teaching models, practice, and classroom management. We hope that a new education system closely related to two different educational philosophies can be successfully established by a

cross-nation dual-campus mode of joint training.

Dear friends, like most institutions of higher education in China, in recent years, HNU has carried out some tentative exploration of making our curriculum internationalized. In this process, we have encountered with many obstacles. To begin with, there exist some disputes over training models and curriculum objectives. For example though we may have more consensus on cultivating students' international outlook and global awareness and the mastery of knowledge and skills of specific discipline. However, our difference still exists in ideology, knowledge integration and application.

Second, there is a big challenge to make our globalized curriculum localized/contextualized. To make our curriculum globalized does not mean that we should abandon local curriculum or go against it. Globalization and contextualization should go hand in hand. But the problem we are now facing is the arrangement of curriculum content. The content of curriculum in European and American universities is usually arranged deductively and the textbooks mainly focus on the description and analysis of experiments or facts. However, the content of curriculum in China is usually arranged inductively and the textbooks mainly focus on the establishment of systems. How do we take into account the differences of national, school, and cultural environment, our thinking process and knowledge structure to finally integrate the curriculum? We still have a long way to go to establish an international curriculum.

Third, great efforts should also be made to promote the convergence of curriculum management and curriculum evaluation. We should establish a localized system of curriculum management and curriculum evaluation from an international perspective and this system should focus both on students' growth and social and economic development.

Dear colleagues, the property of a country is owned by the people. However, the knowledge and civilization is shared property. The nature of internationalization of curriculum is based on the essence of the sharing of human knowledge and civilization. Our practice in the past few years was to embrace the common knowledge and civilization of humanity with an open mind, to integrate the world knowledge into the local curriculum, and to explore the content and methods of education from different perspectives rather than a single perspective. With this understanding, we prepare ourselves for the multi-development of our future world, we promote the diversification of education and we respect, understand and embrace multiculturalism. While we attempt to internationalize our curriculum, we also desire to share our education ideology and culture through our joint agreements with foreign universities. We want to achieve the balance between globalization and contextualization. We also hope to accomplish the training of local students from an international perspective. This is an intrinsic element in the definition of “sharing human knowledge and culture”.

Dear friends, the internationalization of curriculum is an important approach for the opening and development of national and regional education. Our programs like the experimental class of international curriculum, and sino-foreign cooperation in education are only on an initial stage and we may encounter more problems ahead but we will continue to make progress. It is my hope and belief we will continue to focus on international education, thinking and solving problems, making our earth a Planet Green for education through our collaboration and making our human civilization a season of Spring forever.

As the closing of my speech, I would like to invite all of you to be guests in Huai’an, China someday and I sincerely wish this conference a complete success! Thank you.

尊敬的埃德蒙森博士，尊敬的海因斯博士，尊敬的各位与会嘉宾：

三月是北半球温度逐渐上升的时节，美好的春天即将开启，值此春暖花开之际，萨姆休斯顿州立大学主办的教育国际问题研讨会顺利召开，全球近百位学人齐聚美丽的伍德兰德校区，共商教育国际化的相关问题，我谨代表淮阴师院向萨姆休斯顿州立大学，以及埃德蒙森院长表示诚挚祝贺。

淮阴师院位于经济发达、文化繁荣的中国历史文化名城江苏淮安，学校现有 20000 余名在籍学生，是一所学科门类较为齐全的地方大学。

众所周知，在这个全球化时代，任何想跨越发展的国家、学校，甚至于个人，都无法关门闭户、自顾走路，都不能不融入世界教育大潮。

作为现代变革与发展中的中国地方高校，淮阴师院有着良好的对外开放传统，1970 年代末，学校就开办了英语语言文学专业，1985 年就开始聘请外籍教师。30 年来，淮阴师院为江苏本土培养了成千上万的中小学英语教师及其他外国语言专业人才。外国语言的掌握与应用是一个国家与地方开放发展的基础，外国语言专业为淮阴师院及地方社会打开了面向西方先进经济、社会、文化的新视野。

我们知道，现代大学制度本质来自于欧美文化，与中国传统书院文化有较大区别，而所谓的课程国际化，在广义上，必定是在自己的文化土壤中共享全人类、全世界的文明与知识，进而在世界文明与知识共有格局中审视与发展本土文化。

淮阴师院外语专业办学 30 多年来，恰恰是打开了这一窗口，为学校及地方中小学课程国际化提供了恰当的工具和特别的视角，也奠定了淮阴师院以及地方社会面向世界、开放发展的基础。

新世纪以来，当代中国进入了开放发展的新时期。作为与中国改革发展共命运的地方大学，淮阴师院显然无法自外于整个国家发展走向，我们开始重视学校事业发展的国际视野以及人才培养的国际化，并进行了有效实践。

师资与人才是大学发展变革的重点，是课程国际化的人力资源保障，为此我们十分注意培养和引进具有国际视野的师资。近十年来，学校积极聘请海外学者来华任教、讲学，不断提高外籍教师比例，推动国外先进课程和教学方法的引进，以此拓宽学生知识面，增进学生对海外先进文化与知识的了解。

2009 年起，学校还分批派遣骨干教师到海外高校学习研修，其学习时间有长有短，形式多种多样，从讲学、课程进修，到科研合作、学历进修等，学校还把国外学习经历纳入教师晋职的评价体系。

近 5 年来，有 200 多名教师先后赴海外著名高校研修，这无疑扩大了教师的教学、科研视野，为课程国际化奠定了良好基础。与师资人才国际化相适应，近几年，我们还注意教学管理制度的配套，尤其注重双语课程建设，借助诱致性制度鼓励教师在专业课程上选用国外教材，开展双语教学。

我们还积极与法国、英国、日本、韩国等友好学校开展交换生交流学习活动，先后有 300 多名学生赴海外进行为期半年以上的交换学习。与此相适应，我们还对学生参加海外研修项目给予学分奖励，或进行学分冲抵，从而保证学生参与国际化课程的热情，这实际是课程国际化的多样体现。我们深知，较之萨姆休斯顿州立大学等欧美大学，淮阴师院的课程国际化依然是跟进式。

我们的上述实践，多是对西方大学制度与人才培养体系的学习，多是一种外在植入式的借鉴，与地方社会经济发展，与学校事业的外向发展，均有一定距离。因此，在上述工作进行的同时，我们还与国外大学开展了人才培养项目合作，具体实施的项目有国际课程实验班、中外合作办学等类型。

2005 年，淮阴师院率先与韩国建国大学开展了国际课程实验班联合项目，该项目先后在 3 个专业实施，纳入国家统一招生，前两年在淮阴师院学习，后两年赴韩国学习，学生毕业获得双方本科文凭与学位。

该项目迄今已有近 200 名学生顺利完成学业，受到江苏本土韩资企业韩泰轮胎、起亚汽车知名外企的欢迎与好评。该项目运作十年来，充分实现了本土人才国际培养、服务本土社会经济的办学初衷，相关学院也通过外方教授来校授课、学生境外学习联络管理等方式，在人才培养体系、知识体系更新等方面进行了有效改革。

作为中国经济大省和教育强省，近几年江苏的对外开放领域不断扩大，教育改革不断深入，中外合作办学层次逐渐提高，模式趋于多样化，昆山杜克大学（武汉大学与美国杜克大学）、西交利物浦大学（西安交通大学与英国利物浦大学）等国内外一流大学联合办学机构均定址江苏，可见江苏教育对外开放的力度，而国际课程实验班等浅层次的课程植入显萨姆休斯顿州立大学与我校有 10 多年的友好关系，双方往来频繁，好交流层次丰富、形式多样。然还需要提升档次，适时更新。

随着友好关系深化，双方认识到，基于中美两国不同文化体系的教育理念与实践的互动交融必将是深化合作的重要举措，也是我校推动课程国际化的应时应势之举。有鉴于此，经过双方不懈努力，2014 年 2 月，双方联合申报的小学教育本科联合项目正式获得中国教育部批准，该项目是淮安市第一个由教育部批准的中外合作办学项目，项目采用“2+1+1”模式，即学生第一、二、四学年在淮阴师院学习，第三年在萨姆休斯顿州立大学学习，学业完成后分别获得双方相关学位。

该项目是中美两国小学教师培养的一次探索性活动，如何有效衔接两国小学教师培养的目标和规格、课程内容、教学方式与风格，实现一加一大于二的人才培养效果，萨姆休斯顿州立大学的朋友与我们一样，均面临着不少挑战。

我们期待在教学模式、师资与管理配套等方面广泛吸纳中美教育理念与文化的不同优势，通过跨国境、双校园的联合培养方式，构建起相互紧密衔接的人才培养新体系，推动中美教育理念与文化的融汇发展。

各位朋友，近些年来，和中国许多大学一样，淮阴师院在课程国际化上作了一定探索与实践，在此过程中，我们也看到，我们需要处理的问题依然不少。首先是人才培养

与课程目标上还有不少分歧。例如，对学生培养的国际视野、了解并掌握具体的学科知识和操作能力方面，双方容易取得共识，而在观念更新、人文知识融合与应用等方面仍有分歧。

其次，课程国际化的本土融合上还有较大挑战。课程国际化并非抛弃本土课程或与本土课程相背离，国际化与本土化是相互促进的关系。现实问题是，欧美大学课程内容常以归纳法编排，其教科书多是实验或事实材料的描述和分析，而中国大学课程常以演绎法编排，教科书则偏好体系性的构建

如何协调国情、校情差异，以及文化、思维、知识结构的不同，使双方课程真正交叉融合，共同发展，建立科学合理的课程国际化模式，仍然任重而道远。再次，课程管理及评价也需要相应的融合建构，需要以一种全球视野、本土适应的方式建构课程管理和评价体系，既能着眼学生发展，也应切实国家与地方社会经济文化需求，这也有相当的挑战。

各位嘉宾，国家是有主权的，知识与文明则应该向世界敞开胸襟，课程国际化的本质即是人类知识与文明的共享。我们这些年来的实践，均是以开放的胸襟拥抱人类共有的知识与文明，是将世界共享的知识整合到本土课程中，努力追求教育内容与方法的多维导向，而非单一视角，以此推动学校面向世界与未来的多元发展，促进教育文化的多样性，达成各种文化的相互尊重、理解与包容。

在引进国外课程的同时，我们也期待能通过项目合作，不断展示中国或地方高校的教育理念与文化，实现人才培养国际化与本土化之间的有效平衡，从而与外方合作院校互补协调发展，共同促进国际视野下的人才本土化培养，这显然也是人类文明与知识共享的应有之意。

各位朋友，课程国际化是国家与地方教育开放发展的重要路径，我们的国际课程实验班、中外合作办学等项目才刚刚起步，我们一定还会遇到不少问题，我希望并相信，全球教育同仁一定会继续关注、思考并解决这些问题，使教育成为地球绿色发展、人类友好协作的重要助推力，使人类文明的春天永驻！

我的演讲到此结束，欢迎各位海外嘉宾来中国淮安做客，祝会议圆满成功！
谢谢大家！