

SUMMARIES OF K-12
EDUCATOR STUDY TOUR
PROGRAMS FUNDED BY THE
FREEMAN FOUNDATION



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Introduction

In May 2005 the Freeman Foundation funded InSites (a non-profit research, planning, and evaluation firm) to conduct a two-year investigation of the study tour programs it funds for K-12 educators. InSites' inquiry was designed to explore many aspects of the study tour programs to determine important patterns and relationships that may help the Foundation refine its future approach to building and sustaining high quality teaching and learning about Asia in U.S. elementary and secondary schools. These programs were primarily for teachers but a few were for administrators or mixed-role groups of teachers, administrators, policymakers, and others.

The report, "Making the Most of K-12 Educator Study Tour Programs to Asia," is a working document that presents key findings from the first phase of the evaluative inquiry. This companion document to the report contains a summary of each of the 17 study tour programs that were the subject of the inquiry. (Although the National Consortium for Teaching about Asia (NCTA), with its five national sites, was counted as one program for purposes of the report, this summary includes a separate description of each of the five national sites' work.) The first 13 summaries are of study tour programs for teachers; the final four are summaries of programs for administrators and mixed-role groups.

Each summary contains a table listing basic information about the study tour programs, including geographic area of the United States served by the program; whether the program is for teachers of specific grades or subject areas, administrators, or mixed-roles; year of the first Freeman Foundation-funded study tour program; Asian countries visited; typical number of participants per tour, length of the travel with in-country programming component of the program; number of study tours offered per year; and the total number of tours offered by the program through 2005. The typical number of participants sometimes includes a range rather than a specific number, as some programs have included different numbers of participants in different years. The description of the program's purposes and activities covers key features of the three basic components of each study tour program: preparation; travel with in-country programming; and follow-up. Also included in the summary is a description of other activities conducted by the organization sponsoring the study tour programs.

In these brief descriptions we can only give a glimpse of the rich substance and complexity of these programs. For those interested in more information about particular study tour programs, please see the program's website. The web addresses are provided at the end of each summary.

Study Tour Programs for Teachers

Asian Studies Outreach Program – University of Vermont

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Vermont	Teachers (K-12)	1994	China	15-20	21 days	1	8-9
		1999	Japan			2*	12-14
		2002	Thailand			1	5
			Advanced			1**	8-9

*One is funded by the U.S.-Japan Foundation.

**The advanced institute alternates between China, Japan, and Thailand.

Director: Juefei Wang

Selected Study Tour Program: Thailand 2002

Study Tour Program Purposes and Activities

The overseas programs of the Asian Studies Outreach Program (ASOP) are one element of a multi-pronged, statewide approach to introduce Asian studies in every Vermont school and build the leadership needed to support this goal. The overseas program for teachers, the equivalent of a three-hour graduate level course, places a heavy emphasis on content relevant to both the travel experience and teachers' curriculum. The program aims to:

- increase teachers' awareness/cultural sensitivity and teachers' comfort level in teaching about Asia through direct experiences with Asian people, history, and culture;
- enhance the quality of teachers' classroom instruction through increased knowledge of Asia;
- encourage curriculum revision to build a sustained cross-discipline presence for Asia in grades K-12; and
- build the capacity of teachers to lead the efforts to include Asia in the curriculum.

In selecting participants, ASOP considers areas of the state where participation in the overseas program could introduce or strengthen Asian studies. In addition, ASOP looks at the level of administrative commitment and the availability of teams of teachers from a school or district.

Prior to the overseas travel, participants attend three day-long sessions that convey program goals and expectations. Sessions also include required readings, and content lectures by Asian experts, Asian nationals, and others who have traveled in the country. Teachers are required to develop an action plan/research project focused on Asia that they will implement upon their return. These action plans/research projects may be classroom- oriented or broader in focus, such as a series of presentations in their district/community.

While in Asia, teachers participate in a range of activities designed to give them a broad experience of the country. Activities focus primarily on increasing participants' knowledge of

the country through both lecture and field experiences. For example, in Thailand, teachers attend university-based lectures by local experts; engage in discussions on current political events or issues with professionals in fields other than education; visit historical and religious sites; and attend cultural events. Teachers are also matched with an English-speaking student from the university who accompanies them “in the field”—for example, to a subsistence silk-making village, rural schools, or a Buddhist meditation center.

At the end of the travel portion of the program and again one month after their return, participants must complete reflection papers. In the fall, regional curriculum meetings are held where teachers finalize and receive approval for their action plan/research project. A follow-up session is held the following spring.

Other Program Activities

In addition to the overseas programs, the ASOP conducts numerous other activities to support and distribute leadership for the inclusion of Asia in the elementary, middle, and high school curriculum state-wide. Activities to support this goal include:

- teacher in-service education through after-school workshops in five regions of the state;
- a two-year program for high school students that includes an electronic course on cross-cultural studies, summer study at the University of Vermont, and travel in China the following summer;
- school-based programs that include school-wide, district-wide, and county-wide models emphasizing curriculum revision, professional development, student and teacher exchanges, community outreach, and leadership development;
- comprehensive support and services for teachers (e.g., library of curriculum materials/kits that address Vermont curriculum standards, touring exhibits, listservs/newsletters);
- research/documentation to determine gaps/needs related to providing Asian Studies in the state; and
- advocacy for policy change at the state level to support teaching about Asia, including a conference for education decision makers on policy related to international education.

www.uvm.edu/~outreach/about/about.html

AsiaPacificEd Program – East-West Center

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
National Hawaii Asia Pacific	Teachers (3-12) & Librarians (K-12)	2003	Vietnam Thailand Laos Cambodia (opt.)	16-20	3-4 weeks	1	3

Director: Namji Steinemann

Selected Study Tour Program: Experiencing Southeast Asia: Vietnam and Thailand (2005)

Study Tour Program Purpose and Activities

The AsiaPacificEd Program aims to improve teaching about Asia, particularly Southeast Asia, across the curriculum and to facilitate cross-cultural learning. The study tour program helps to accomplish these goals by:

- enhancing teachers' knowledge;
- providing authentic learning opportunities through a community-intensive, issues-focused travel experience;
- initiating on-going partnerships between U.S. and Asian teachers;
- challenging stereotypes and broadening teachers' perspectives of Asia and issues related to Asia and the United States; and
- focusing on broad themes that address curriculum standards and promote cross-curriculum integration for deeper student understanding of issues at the elementary, middle, and high school levels (e.g., population change; globalization; environment/ecology; diversity; cross-border cultural/economic/political interactions; internal/external conflicts; and cultural traditions and change).

To promote networking and sustained attention to Asia, the AsiaPacificEd Program offers incentives for pairs of teachers from a school or district to participate; seeks teachers who can provide leadership within their schools/districts; and expects a letter of administrative support.

Participants come from across the United States so pre-travel preparation is primarily done via the Internet. The AsiaPacificEd Program seeks to build community electronically: teachers introduce themselves and participate in discussions of assigned readings on culture, history, and customs via the Internet before attending orientation. A three-day orientation in Hawaii just prior to travel to Asia includes lectures on the countries to be visited; time for developing ideas for collaborative projects with colleagues; and instruction on technology use to facilitate connections with Asian teachers and other tour participants.

Throughout the travel with in-country programming in Asia, teachers have opportunities to work in small groups on their research topics. For example, groups of teachers in Chiang Rai explored various themes, including religious diversity, economics, youth culture, and nature and ecology. In Thailand and Vietnam, several teachers pursued interests around the Mekong River, while another group of elementary, middle, and high school teachers from the same state developed a spiraled unit on Buddhism. The study tour program promotes interaction with individuals in the countries visited, particularly Asian students and teachers that participants meet through home stays and school visits. The study tour also includes lectures by regional leaders or academics on current issues, and visits to historically and culturally significant sites. However, the “human” contact is of primary importance because visits and meetings with local teachers and specialists in various fields provide the foundation for relationships that teachers forge during their time in Asia. Throughout the travel, debriefings as well as discussions about “teaching implications” occur every two to three days. Teachers post their reflections and photos online in the group’s web log.

Study tour participants are expected to incorporate their experience into the classroom by thinking about teachable moments, engaging in professional dialogue, and developing new instructional strategies. Teachers are also expected to maintain their professional dialogue and share resources/ideas with their travel colleagues on the web. Following the travel, the group’s web log is opened to participants of all related AsiaPacificEd programs to broaden the professional network. Mini-grants are available to teachers for incorporating their experiences into their classrooms or presenting at conferences. A follow-up session is held annually for participants of this and another AsiaPacificEd project to share how teachers are using their experiences. Teachers also are encouraged to develop collaborative projects with teachers in Asia.

Other Program Activities

In addition to the Freeman Foundation-supported programs for teachers, AsiaPacificEd offers various complementary programs for U.S. teachers and students and institutes for Asian teachers. In 2005, teachers from Thailand and Indonesia came to the East-West Center for a three-week “Best Practices” Institute. The teachers who took part in the Freeman Foundation-sponsored study tours and summer institutes were tapped to volunteer their schools to be “host schools” for the visiting Asian teachers. Each host school then sent two representative teachers from their school to the first week of the institute, where they worked with the visiting Asian teachers. In the second week, the 24 visiting Asian teachers were dispersed to six “host communities” across the United States to stay with teachers and to job-shadow as well as to observe “best practices” being implemented in the classroom. In the final week of the program, the Asian teachers returned to the East-West Center to incorporate “best practice” strategies into their teaching/learning improvement plans. The program expects these plans to be implemented when the teachers return to their home schools. For the U.S. school communities, their participation in the “Best Practice” Institute served to reconnect U.S. teachers with Asian teachers, increase interest in Asia among those in the host schools, and spark student interest in Asia.

www.eastwestcenter.org

Bringing China to Arkansas – Arkansas Global Programs at the University of Arkansas at Little Rock

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Arkansas	Teachers (5-12)	2001	China	20	3 weeks	1	4

Director: Martha Morton

Selected Study Tour Program: China 2002

Study Tour Program Purpose and Activities:

The Bringing China to Arkansas Program (BCAP) promotes education regarding China in schools and communities in Arkansas, and seeks to build relationships between Arkansas teachers and their counterparts in China. BCAP allows Arkansas teachers to:

- increase their content knowledge and level of inquiry about China;
- re-evaluate their thinking about China;
- promote the importance of Asian studies in the curriculum;
- mentor colleagues about China;
- build relations with Chinese educators and others interested in China; and
- observe how Arkansas companies and organizations operate in China (e.g., Wal-Mart, Heifer Project International).

To prepare for their time in China, teachers read selected books on Chinese history, culture and current affairs. Teachers also attend weekend workshops. They attend two 2-day spring workshops that address Chinese history, culture, China’s educational system, current affairs, U.S. and world affairs, art, literature, food, medicine, and business (e.g., videoconference on China business Wal-Mart’s International Corporate Affairs Director). Sessions also focus on curriculum development about China that fulfills Arkansas curriculum standards and reading and math mandates. This array of topics seeks to provide a broad introduction to China and issues of particular relevance to Arkansas teachers and citizens; to focus teachers’ attention on classroom application; and to instill in teachers the importance of continuing to learn and teach about China after their official involvement in the program ends.

During the study tour, BCAP teachers visit various regions of China in order to see the diversity of peoples, including sites of historical and contemporary importance as well as urban and rural settings. In 2002 they visited Beijing, Xi’an, Chengdu, Kunming, Jinhong and Shanghai, and communities of various minority groups. In-country activities include lectures (e.g., on the Chinese educational systems); time to meet Chinese families (e.g., having tea with a family); and

visits to museums, local schools, a Panda Preserve, and gardens. A visit to a Heifer Project village where rabbits are being raised offers teachers an opportunity to observe how an Arkansas based organization operates in China, learn about farming in China, meet with rural families, and compare rural to urban life in China.

Following their time in China, teachers are expected to share what they have learned with their students, colleagues, and others in their community. Teachers are encouraged to incorporate China across the curriculum, create Internet linkages with schools in China, apply for grants to extend their work, and present at professional conferences. They participate in other BCAP activities that allow them to continue to learn about China throughout the academic year (e.g., BCAP-sponsored or co-sponsored public talks at ULAR by nationally known China experts). Teachers assist with BCAP outreach activities at state teaching conferences and various festivals.

Other Program Activities

BCAP does extensive outreach work throughout Arkansas through presentations about China in schools and community organizations; sponsorship of an annual China Symposium at UALR; booths at state teaching conferences and Asian and International Festivals; a website that includes curriculum materials; and a traveling China culture exhibit that is used in schools, libraries, and community organizations. BCAP encourages state educational policy change focused on including Asia as part of the state curriculum, provides information about China-related issues to state and federal legislators, and promotes teaching the Mandarin language and teaching about Chinese culture in the schools. This latter initiative is being supported through mentoring teacher and school partners and encouraging them to apply for grants for Chinese teachers. In addition, BCAP makes efforts to include current participants and alumni in relevant activities of other grants obtained by the Arkansas Global Programs (e.g., connecting teachers with Chinese museum directors who are in the United States under another China program).

To strengthen and extend its work, BCAP is developing a summer 2007 project to provide American high school students and educators with a 6-week Chinese language and culture program at Sichuan University's College of History and Culture in Chengdu. This program will also link these participants with students, teachers, and schools in Chengdu for the purpose of working together, learning about each other, and planning future exchanges.

BCAP also is extending its work in other areas of Asia (e.g., development work in Bhutan through a U.S. State Department grant). It is anticipated that this effort will lead to a professional development program for teachers on Bhutan and India.

www.ualr.edu/arkansasglobalprograms/china

China in Missouri – International Education Consortium

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Greater St. Louis, MO	Teachers (primarily high school)	2000	China	20	3 weeks	1	5

Director: Sheila Onuska

Selected Study Tour Program: China 2002

Study Tour Program Purposes and Activities

China in Missouri offers a study tour program that combines an intensive preparation seminar on China, travel for three weeks in China, and follow-up work by teachers in the form of curriculum and dissemination projects. Teachers come primarily from the greater St. Louis area but also from other areas of Missouri. The purposes of this program are for teachers to:

- increase their knowledge and familiarity with China in order to enhance their teaching about Asia;
- increase their understanding of the development of China as a culture and nation;
- experience traditional Chinese culture and contemporary China;
- become familiar with resources for teaching about China; and
- become advocates for a wider approach to teaching about Asia and for international education.

In the five months prior to traveling to China, teachers participate in a seminar that meets one afternoon per month and on two full days (approximately 30 hours). Local university experts on Asia assist with the seminar. Topics covered include contemporary Chinese culture, China's place in the global economy, daily life in China, and Chinese philosophy, history, art, poetry, and architecture. In addition, there are discussions of assigned readings and sessions on the Chinese language and travel preparations.

The first week in China is spent at Peking University in Beijing. Participants attend lectures by university faculty, explore the city, and visit historical and cultural sites of importance. School visits typically are included in Beijing and Nanjing. In Nanjing, St. Louis' sister city, teachers meet with government officials and visit with students at the Nanjing Foreign Language school. Other cities visited include Xi'an, Guilin, Hangzhou, and Shanghai. Teachers process their experiences through daily discussions and journal writing.

Following their time in China, teachers are required to write a reflection/action research paper in which they describe what new resources and assessments they are using, how China will be included in their teaching, and how their teaching is changing as a result of their experiences. Teachers are also required to disseminate their learning through professional development sessions in their district, presentations at conferences, and/or talks at community organizations.

The program conducts three or four follow-up sessions during the school year. During these follow-up sessions, teachers discuss their ongoing teaching about China and their dissemination work. Each teacher also reports on a book that the teacher has selected from a list provided by the program leader.

Other Program Activities

China in Missouri is one program of the International Education Consortium (IEC), a professional development effort of the area Cooperating School Districts. The IEC has been promoting global education since 1984. Through the IEC, for example, the National Consortium for Teaching about Asia (NCTA) seminars are offered outside the St. Louis area. Also, Advanced Placement (AP) World History Institutes and Human Geography Institutes are available in the summer and one-day workshops are available, such as one involving the Asian Galleries at the St. Louis Art Museum.

The China in Missouri staff keep study tour alumni informed of other programs and events related to Asia in the St. Louis area. Because St. Louis is home to two universities with Asian Studies programs and other cultural organizations that offer programs and events related to Asia, there are a variety of opportunities for teachers to continue to learn about Asia.

www.csd.org/csdrpc/IEC/iecchinainmissou.html

China Teacher Leadership Project – East Asia Resource Center at the University of Washington

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
National	Teachers (K-12)	1999	China	22	20-21 days	1 every other year	4

Director: Mary Cingcade (Program Director) and Mary Hammond Bernson (Project Principal Investigator)

Selected Study Tour Program: China 2001

Study Tour Program Purposes and Activities

The China Teacher Leadership Project is a national program for K-12 teachers. The study tour program is part of a larger project that provides workshops and summer institutes about China. The primary purposes of this study tour program are for teachers to:

- gain content knowledge about China in order to strengthen their teaching;
- become leaders in teaching and learning about China;
- serve as resources for other teachers in their schools who seek to expand their knowledge and teaching about Asia; and
- develop an ongoing interest in learning about Asia

Teachers from across the United States are eligible to apply for the study tour program and many applicants have completed a two-week Summer Institute at the University of Washington. Eligible participants are selected based on evidence of leadership skills and ability to make an impact in their schools. These leaders become better informed about Asia through the study tour programs. Prior to the study tour, participants are expected to read assigned readings, select a research topic for a lesson plan project, and attend an orientation weekend. Orientation lecture subjects include contemporary issues and conditions in China.

The time in China includes school visits, lectures, and discussions with and by local educators, study tour leaders, and local experts as well as visits to historical and cultural sites of importance. Teachers visit minority and rural areas in addition to major cities such as Beijing, Xian, and Shanghai. During some of the study tours, teachers have the opportunity to spend time during a weekend with Chinese teachers.

During the required follow-up weekend, teachers share their curriculum lessons, receive feedback on them, and listen to updates on issues explored during the study tour. Teachers also are expected to share their knowledge of China outside their own classrooms through

presentations or other activities at the local, state, and/or national level. Teachers are also expected to provide leadership in their schools to promote interest in studying Asia.

Other Program Activities

The East Asia Resource Center (EARC) at the University of Washington offers professional development programs about East Asia for K-12 educators. Center purposes include:

- providing programs that enable elementary and secondary school educators to expand and improve their teaching about China, Japan, and Korea;
- assisting teachers by identifying and circulating high-quality teaching materials; and
- developing curriculum materials on East Asia.

EARC program offerings include workshops and summer institutes; study tours to Asia; curriculum materials and other resources; curriculum consulting; and a newsletter. Study tour programs for teachers are sponsored through two additional EARC programs — the National Consortium for Teaching about Asia and the Washington-Hyogo Teacher Institute. The courses and activities of these programs and the China Teacher Leadership Project enhance one another and provide an array of professional development opportunities for K-12 teachers who are at various stages of their careers and have different levels of knowledge about East Asia.

www.depts.washington.edu/earc/studytours.shtml

East Asia Program – Primary Source

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
New England (Primarily eastern MA, also NH & ME)	Teachers (K-12)	1997	China	25	14-20 days	4	18 since 2001

Director: Kathy Ennis

Selected Study Tour Program: China 2004

Study Tour Program Purpose and Activities

Primary Source strives to integrate content on China into elementary, middle, and high school curricula in significant ways. Study tour programs for teachers contribute to this goal by:

- building on content knowledge participants have learned through Primary Source seminars on China;
- increasing teachers' capacity to change curriculum to include China;
- expanding teachers' awareness of the importance of China in world history and current affairs, and the complexity and diversity within China; and
- developing relationships among participating teachers.

To be eligible for the study tour, participants must complete a five-day China Awareness Seminar Series or a one- to two-week Summer Institute. With four study tour programs offered each year, Primary Source is able to design tours around specialized topics from which teachers can choose the one most appropriate for their teaching. Teachers come both from districts that do and do not have a partnership with Primary Source. Partnership districts select teachers who are committed to curriculum change, based on the district's strategy for including China in its schools. Teachers in non-partnership districts apply directly to Primary Source.

Teachers participate in a pre-trip, one-day orientation that includes an introduction to language, logistics, and discussions of planned curriculum projects. An optional Chinese language course is also available. Teachers prepare a "destination guide" related to one of the places they will visit in China. These are shared with participants prior to arrival at the particular destination.

Travel with in-country programming in China provides teachers with first-hand experiences of rural and urban China; opportunities to visit schools and stay in Chinese homes; and resources for curriculum projects. Whole-group lectures in the morning address content. Afternoon grade-level sessions provide opportunities for brainstorming ideas for curriculum change. Lectures at

Peking University (e.g., by calligraphy masters) and visits to village schools outside Xi'an have provided "galvanizing" experiences for teachers.

Teachers reconvene with their group two months after the trip to share how they are applying their experience in the classroom and how the time in China changed their view of the world and education. During another follow-up day, teachers share curriculum projects, discuss desired professional development topics, and consider the possibilities of school-to-school exchanges and Chinese language classes in their schools.

Other Program Activities

Primary Source has a system in place for supporting China in the curriculum and building bridges between teachers, students, and schools. In addition to an array of professional development courses and workshops related to China (and a website and catalogue to market these courses), the organization offers a partnership relationship to school districts. Districts receive a variety of professional development services and resources. In exchange, districts are expected to integrate China into the curriculum in significant ways in the elementary, middle, and high school grades (e.g., creating an Asian studies course); develop a resource library related to China and a district dissemination network for the materials; and then to begin a Chinese language program.

Other resources available through Primary Source include connections with local university professors with expertise on Chinese history and culture and an on-site library that includes curriculum units such as *The Enduring Legacy of Ancient China* and a sourcebook on Modern China. Primary Source also participates in the Massachusetts Institute for International Studies that provides a forum for administrators to participate in a broader discussion/advocacy for China in the curriculum within the framework of international studies.

www.primarysource.org

Educators' Study Tour – Japan Society

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Primarily New York City metro area; Also CT, NJ	Teachers (middle & high school; librarians)	1995	Japan	12	3 weeks	1 (except 1999 & 2005)	9

Director: Robert Fish (Director); Kazudo Minamoto (Assistant Director)

Selected Study Tour Program: Japan 2003

Study Tour Program Purpose and Activities

The purposes of the study tour program are for teachers to:

- increase their content knowledge of Japan in order to bring accurate information to the classroom;
- increase their interest and enthusiasm for teaching about Japan;
- understand the importance of promoting attention to Asia in their schools;
- interact with Japanese teachers and host families; and
- learn about social issues of concern to both the U.S. and Japan.

To encourage teaching about Japan, priority is given to inter-disciplinary teams of two to four teachers from the same school. In addition, participating teachers' school administrators are expected to provide a plan for fostering education on Japan in the school.

Prior to going to Japan, teachers participate in five Saturday sessions (30 hrs) on the early history of Japan; contemporary issues of relevance in both the United States and Japan; and teaching about Japan. In addition, teachers attend two weekends of Japanese language instruction and one session devoted to travel logistics and the development of a topic for a teaching unit on Japan.

The itinerary in Japan focuses on history, literature, art, the education system, and a contemporary social issue. The historical focus includes the development of an understanding of the United States' role in relation to Japan during World War II and subsequently. Each study tour program also focuses on a social issue of concern to both Japan and the United States, for example, aging. A highlight of the program is the home stay and school visit experience through which teachers begin to understand daily life in Japan and the Japanese educational system.

Following the time in Japan, teachers produce teaching units that are considered for inclusion on the *Journey through Japan* web site. Program alumni also serve on the Advisory Committee of the Japan Society, act as judges for a student essay competition, and help to select and prepare

participants of the next year's study tour program. Annually there is a dinner for past and future participants during which teachers can connect with one another.

Other Program Activities

In addition to the study tour program for educators, the Japan Society offers Japanese language courses, seminars, and one-day workshops for teachers as well as various art programs, including Japanese films, exhibitions of Japanese art, performances, and lectures by Japanese artists and writers. The Japan Society keeps study tour program alumni informed of these various activities and often provides tickets to students to encourage their participation.

The Japan Society has developed a partnership with a New York City high school. Five teachers and an assistant principal from this school have gone on a study tour to Japan. The Japan Society has provided the school teaching resources on Japan. The Japan Society also is considering ways to link schools together around Japan-related activities.

www.japansociety.org

National Consortium for Teaching about Asia

The National Consortium for Teaching about Asia (NCTA) offers study tour programs to alumni of NCTA seminars. The table of study tours is organized by the five national sites. The five national directors are located at these sites. Some national sites have partner sites (and in one case, a regional site) that have been involved in the study tour programs. Following the table is a description of the study tour programs and other activities of the five sites.

Rather than including a column in the table regarding the countries visited, as we have done in the other summaries, we provide the following information about the countries visited in NCTA study tour programs. China, Japan, and Korea are the primary focus of NCTA study tour programs. Some coordinating sites (Columbia University, Indiana University) typically include two countries in the travel component of the program, with each study tour going to China and either Japan, Korea, or Vietnam (with a few exceptions such as the year after SARS when the groups went to Japan and Korea and, in 2001, when the Oklahoma group went to China, Japan, and Korea). Other coordinating sites (Five College Center for East Asian Studies, University of Colorado, University of Washington) typically include one country in each study tour — China, Japan, or Korea.

Asia for Educators, Columbia University; Director: Robin Martin						
States Served/ Partner or Regional Site	Type of Study Tour Program	Year of First Study Tour	Typical Number of Partici- pants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Arkansas	Teachers (Secondary)	Have not had a tour				0
California	Teachers (Secondary)	2003	17	21 days	Periodic	1*
Florida	Teachers (Secondary)	2004	16	21 days	Periodic	1
Georgia	Teachers (Secondary)	Have not had a tour yet**				0
Kansas	Teachers (Secondary)	2004	23	21 days	Periodic	1
Mississippi	Teachers (Secondary)	2002	18	21 days	Periodic	1
New Jersey	Teachers (Secondary)	2004	18	21 days	Periodic	1
New York	Teachers (Secondary)	2005	20	21 days	Periodic	1
North Carolina	Teachers (Secondary)	2002	18	21 days	Periodic	1
Oklahoma	Teachers (Secondary)	2001	24	21 days	Periodic	1
South Carolina	Teachers (Secondary)	2005	17	21 days	Periodic	1
Tennessee	Teachers (Secondary)	2001	20	21 days	Periodic	1
Texas	Teachers (Secondary)	2002	21-22	21 days	Every other year***	2

Program for Teaching East Asia, University of Colorado; Director: Lynn Parisi						
States Served/ Partner Site	Type of Study Tour Program	Year of First Study Tour	Typical Number of Partici- pants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
CO, AZ, IA, Western IL, MO, NB, NM, VA, WI, WY	Teachers (Secondary)	2002	14-19	21 days	1	5
California (Partner Site)	Teachers (Secondary)	2004	16-19	21 days	Periodic	2*
East Asian Studies Center, Indiana University; Director: Kenneth Harvey						
States Served/ Partner Site	Type of Study Tour Program	Year of First Study Tour	Typical Number of Partici- pants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
AL, IL, IN, KY, LA, MI, MN, OH	Teachers (Secondary)	2002	9-19	17 days	1 (2 in 2005)	5
Five College Center for East Asian Studies; Director: Kathy Woods Masalski						
States Served/ Partner/Regio- nal Site	Type of Study Tour Program	Year of First Study Tour	Typical Number of Partici- pants	Typical Length of Travel with In-Country Programming	Number of Tours per Year	Total Number of Tours (through 2005)
New England & upstate NY	Teachers (Secondary)	2002	20-22	3 weeks	1	4
University of Pittsburgh regional site (PA, WV, DL)	Teachers (Secondary)	2004	16-21	3 weeks	1	3
East Asia Resource Center, University of Washington; Director: Mary Hammond Bernson						
States Served/ Partner Site	Type of Study Tour Program	Year of First Study Tour	Typical Number of Partici- pants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Alaska, Idaho, Montana, Oregon, Washington	Teachers (Secondary)	2002	15-18	20-21 days	1 (2 in 2002)	5

*The Columbia University partner site at University of California-Los Angeles (UCLA) and the University of Colorado partner site at Loyola Marymount University alternated study tours each year between 2003 and 2005. Each site supplied one or two tours during those years.

**Georgia is scheduled to share a tour with Florida in 2007.

***The intent is to have a tour every other year, although tours actually were sponsored in 2002 and 2005.

Asia for Educators – Columbia University

Director: Robin Martin

Selected Study Tour Program: China & Korea 2005 (Texas)

Study Tour Program Purposes and Activities:

The study tour programs build on and reinforce participants' National Consortium for Teaching about Asia (NCTA) seminar experience. Seminars are offered through the Columbia University coordinating site and through universities in Columbia's 15 partner sites in 12 states. Two study tour programs rotate each year among these states. Sometimes two states share a study tour program; at other times, a single state sponsors the study tour program and draws participants from that state. A specific study tour is open to seminar alumni in the selected state(s) in order to build a network of teachers within the state. The study tour programs seek to:

- increase teachers' first-hand knowledge of Asia;
- help teachers apply content and study tour experiences in their classrooms;
- broaden teachers' exposure to the people and language in the countries visited; and
- strengthen teachers' commitment, competence, confidence, credibility, and enthusiasm to teach about East Asia

The 30-hour NCTA seminar provides the foundation for participants' study tour experience. A two-day orientation includes an introduction to language, discussions of required readings, and attention to itinerary/logistics.

The study tour always includes two countries: China and one of the other East Asian countries — Japan, Korea, or Vietnam — in order to enrich teachers' understanding of East Asia as a region united by a shared cultural heritage, similar to the understanding of "Europe" as a region. The study tour exposes teachers to the commonalities among the East Asian countries as well as to the unique and distinctive aspects of each. During the 2005 study tour to Korea and China, teachers visited schools; listened to lectures by local experts and study tour leaders; engaged in discussions with local educators and other professionals; and visited significant historical and cultural sites. Lectures on calligraphy, ceramics, and Buddhism at universities in Seoul and Beijing provided highlights for teachers. Visits to villages in both China and Korea allowed teachers to interact with "typical" teachers, students, and others.

Typically participants are required to select a research topic to investigate during the travel with in-country programming and/or create lesson plans to implement in their classrooms. However, the expectations vary somewhat among the various partner sites. Some follow-up event also is a part of the study tour program. For example, the Texas group presented their projects at a one-day follow-up activity in October. In addition, teachers are expected to turn in their final projects (e.g., new lessons/units, PowerPoint presentations) in mid-winter, and are required to share copies of their projects with group members.

Other Program Activities:

The coordinating site and each of the partner sites have other program activities that are offered for continued learning about Asia. For example, in Texas, the three NCTA sites in Texas (Rice University, Trinity University, University of North Texas) each offers an NCTA seminar and then collaboratively sponsors the study tour program. A number of activities in Texas provide opportunities for study tour participants to network, stay involved, and/or increase community awareness and support. These include:

- arranging reunions for alumni of the NCTA seminars and study tours from the three Texas sites;
- hosting home stays/visits of Korean teachers;
- coordinating program activities (e.g., undergraduates at Trinity who go to Japan through the Freeman-funded Asian network program develop units and make these available to NCTA graduates).

The Columbia coordinating site supports the development of state infrastructures to support education about Asia through state committees of related organizations. Other activities of the coordinating site or partner sites include outreach to school of education faculty and pre-service teachers; and outreach through online alumni discussion groups, relevant professional organizations for teachers, and collaborations with other Asia-related organizations such as the China Exchange Initiative to support partnerships between schools in the U.S. and China.

www.columbia.edu/itc/eacp/ncta-columbia/

East Asia Resource Center – University of Washington

Director: Mary Hammond Bernson (EARC Director) and Mary Cingcade (EARC Associate Director)

Selected Study Tour Program: Japan and Korea 2005

Study Tour Program Purposes and Activities

The intent of the National Consortium for Teaching about Asia (NCTA) study tour program is for teachers to:

- gain first-hand experience to enhance their teaching about Asia;
- become familiar with sites of major cultural and historic significance;
- explore multiple perspectives on issues;
- identify themes that are keys to understanding and teaching about these countries; and
- develop the ability to serve as a resource for others in their schools and communities.

The 30-hour NCTA seminar provides the foundation for participants' study tour experience and for many Northwest teachers is their first serious study of East Asia. In addition to the seminar, participants prepare for travel by reading and attending an orientation weekend. A fundamental purpose of the orientation is to begin to develop a learning community among the participants. In addition, teachers are provided with additional information about the country they will visit and pointed toward key themes to consider for their classrooms.

Typically the NCTA study tour programs include only one country (China or Japan), but in 2005 both Korea and Japan were included. Itineraries generally include visits to sites of historical and social significance; cultural events; lectures by local experts and study tour leaders; and an introduction to geographic and ethnic diversity. Some include service learning projects. Scheduled independent study days provide teachers with an opportunity to pursue specific topics of interest that will be useful in their teaching.

Reflection pieces, lesson plans, and implementation plans are required following travel. Teachers also attend a follow-up weekend during which they share their curriculum lessons, receive feedback on them, and discuss issues explored during the study tour. The intent is for teachers to develop lessons and plans that will be useful to them in their classrooms and schools and, in the process, think critically about their experience and consolidate their own learning.

Other Program Activities

The East Asia Resource Center (EARC) offers professional development programs about East Asia for K-12 educators. Center purposes include:

- providing programs that enable elementary and secondary school educators to expand and improve their teaching about China, Japan, and Korea;
- assisting teachers by identifying and circulating high-quality teaching materials; and

- developing curriculum materials on East Asia.

EARC program offerings include workshops and summer institutes; study tours to Asia; curriculum materials and other resources; curriculum consultation, and a newsletter. Study tour programs for teachers are sponsored through NCTA and two additional EARC programs — China Teacher Leadership Project and the Washington-Hyogo Teacher Institute. The activities of these programs are complementary and provide an array of professional development opportunities for K-12 teachers.

www.depts.washington.edu/earc/studytours.shtml

East Asian Studies Center – Indiana University

Director: Kenneth Harvey

Selected Study Tour Program: China and Hong Kong 2004

Study Tour Program Purposes and Activities

Building on the foundation of the NCTA seminars, the study tour program seeks to:

- encourage teaching about Asia through the development of teacher content knowledge;
- connect seminar content to tangible, in-depth experiences in the country visited;
- help teachers confront inaccurate stereotypes through contact/interaction with Asians; and
- provide an opportunity for teachers to visit places of historical and cultural significance in Asia.

In addition to completing the NCTA seminar to be eligible for the study tour, participants attend a two-day orientation with assigned readings and a focus on classroom application and travel preparation. The study tour program's curriculum coordinator provides a curriculum template that teachers must complete prior to orientation to help focus their research plan and the use of their study days in Asia. The program provides a website with orientation materials; posts weekly topics (e.g., art, history, travel logistics); and establishes an email list to allow exchanges among participants.

The study tour program is designed to provide a variety of experiences and address topics such as fine art, history, government, and economics. Each program offers a comparative perspective, either of two countries or two regions of one country. For example, school visits in Beijing and home visits outside of Xi'an provide participants with views of urban and rural areas of China. The expertise of available in-country experts and study tour leaders determines the specifics of each study tour. For example, participants have visited Confucian University in Seoul and participated in home stays in Japan as a result of the personal and professional connections of those associated with the study tour. Study days during the time in-country provide teachers with an opportunity to pursue their research topics and other interests.

Following the travel with in-country programming in Asia, teachers are required to complete a curriculum project and a community outreach project (e.g., news article, presentation to a community group). At a weekend follow-up session, participants present their curriculum projects and discuss progress on their community projects. During the year, the curriculum coordinator provides individual feedback via phone or email regarding the curriculum projects. Some funds are available to support teachers' presentations at conferences. Email discussion groups established for each study tour help teachers to maintain connections with their colleagues.

Other Program Activities

In addition to the NCTA seminars, the East Asian Studies Center, among other activities, maintains a website with resource information; provides various professional development sessions, film series, and lecture series related to Asia; loans out teaching kits and materials; and sends out a newsletter which includes lesson plans and ideas for introducing language into instruction.

www.indiana.edu/~easc/

Five College Center for East Asian Studies

Director: Kathy Woods Masalski

Selected Study Tour Program: Japan 2003

Study Tour Purposes and Activities

The Five College Center study tour program builds on and reinforces participants' National Consortium for Teaching about Asia (NCTA) seminar experience. The purposes of the study tour program are for teachers to:

- gain an awareness of and appreciation for Asian cultures;
- increase their knowledge of Asia;
- integrate their knowledge of Asia into their curriculum and disseminate it to colleagues; and
- change or reinforce their perspectives on Asia and the United States.

In addition to the required NCTA seminar, teachers must participate in an orientation weekend in May prior to the summer study tour. Included in this weekend is time for language lessons and for developing group norms, discussing follow-up projects, and reviewing travel logistics. Teachers are encouraged to travel as anthropologists, i.e., to step back and think about what they are observing.

The travel itinerary includes places of historical and cultural importance, chosen for their connection to the theme of the study tour program. For example, the 2003 program to Japan focused on the geography of Japan. The 2005 program to Japan focused on 150 years of U.S.-Japan relations and included visits to key sites relevant to this theme, such as Hiroshima. A program to China focused on capitals of China included Beijing, the government capital; Hong Kong, considered as the financial capital of China; and Shanghai, considered the "western" capital. Home stays provide an opportunity to connect with individuals. Also included are school visits, lectures related to the program theme, and group discussions on pedagogy. Participants complete reflection papers weekly during their time in Asia in order to think about what they are seeing and how their experience is changing or reinforcing their perspectives.

After they return from Asia, teachers are expected to reflect upon their experiences before returning for a debriefing weekend. At that time they share teaching and dissemination plans, provide feedback on their experience, attend content sessions, find teaching resources at the Five Colleges Center, and share pictures and stories of their time in Asia that are connected to the program theme. They also share how they intend to change their curriculum to include Asia, and share their experience with colleagues in their school or district, or at conferences. Dissemination to others is emphasized as an important responsibility following the time in Asia. The dissemination event can focus on either content or resources related to Asia. In March of the following year the group will gather in Boston at the Northeast Regional Social Studies conference to attend sessions and reunite at a reception and dinner.

Other Program Activities

The Five College Center for East Asian Studies houses a wealth of resources for teaching about East Asia. Teachers are encouraged to borrow materials to support their teaching. Through email communications and a newsletter, study tour alumni are kept informed of numerous opportunities to attend cultural events and further their learning about East Asia through programs sponsored by various organizations, not only in New England but also across the United States.

www.smith.edu/fcceas/fcceas.html

Program for Teaching East Asia – University of Colorado

Director: Lynn Parisi

Selected Study Tour Program: China 2004 (California)

Study Tour Program Purpose and Activities

The University of Colorado sponsors National Consortium for Teaching about Asia (NCTA) seminars within its ten-state region and through its partner site in California. NCTA study tour program participants are alumni of the 30-hour NCTA seminars that are offered in these areas. The study tour programs build on the seminar content. The intent of the study tour programs is to:

- provide teachers with an in-depth experience in a country in Asia;
- promote effective teaching about Asia;
- enhance teachers' credibility to teach about Asia;
- encourage teachers to have a mindset of inquiry that influences their instruction about Asia; and
- create a cadre of professional Asian studies educators with strong content knowledge about Asia.

In addition to completing the required seminar, participants prepare for travel through additional reading, attendance at a three-day orientation that includes content lectures, practical orientation, introduction to language, development of group norms, and the completion of a curriculum profile (including teaching objectives, resources, and instructional strategies).

In Asia, teachers visit schools; listen to lectures by local experts and study tour leaders; engage in discussions with local educators and other professionals; and visit significant historical and cultural sites. Lectures focus on historical content as well as current events.

Following their time in Asia, teachers are expected to attend a two-day follow-up workshop. Participants in study tours through the University of Colorado revisit and revise their curriculum profiles in light of their travel experience, and discuss dissemination plans. They set goals related to the curriculum that they will develop and the changes that they will make in their teaching. Each participant is assigned a staff person who communicates with them regularly throughout the year. Twice annually teachers submit their curriculum change portfolios that include documentation of new lessons, units, and resources that they have incorporated into their teaching. In addition teachers are required to provide a two-hour in-service for other teachers and to complete an extensive impact study questionnaire and interview. Dissemination workshops are not required by the California site, although many teachers do provide these.

Other Program Activities

Other programs offered through the Program for Teaching East Asia include:

- The Colorado Consortium for Teaching East Asia (This is a statewide program that aims to build an infrastructure for Asian studies and develop school and district commitment to Asian studies. This program offers professional development for Colorado K-12 teachers and an annual study tour to Asia.)
- Teaching East Asia: Japan (This is a national outreach project that offers curriculum consultation, summer institutes, and workshops for teachers.)
- Teaching East Asia Curriculum Resource Center
- NCTA 30-hour seminars
- NCTA mini-grants to support teacher presentations at conferences
- NCTA receptions for NCTA alumni at conferences of the National Council for the Social Studies (NCSS)
- Regional NCTA conferences
- NCTA grants for enrichment activities (e.g., workshops, seminars)

Additional activities also are available through the California partner site, including professional development sessions at professional conferences in which study tour alumni present about China and Japan.

www.colorado.edu/cas/TEA/index.html

Program for Teaching East Asia – University of Colorado

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
National	Teachers (K-12)	1999	China	16	21 days	1 every other year	4

Director: Lynn Parisi (Program Director); Karla Loveall (2004 Study Tour Director)

Selected Study Tour Program: China 2004

Study Tour Program Purpose and Activities

The Program for Teaching East Asia (TEA) study tour programs draw elementary and secondary teachers from across the country. Teachers must complete a summer institute on China at the University of Colorado, complete a full year of follow-up requirements, and show significant change in their own teaching about Asia to be eligible for the study tour. The study tour programs are intensive professional development experiences that build on the institute content and provide a means to:

- provide teachers with multiple perspectives on Asia and to understand Asia in its historical and geographical context;
- promote effective teaching about Asia;
- enhance teachers' credibility to teach about Asia;
- encourage teachers to have a mindset of inquiry that influences their instruction about Asia; and
- create a cadre of professional Asian studies educators with strong content knowledge about Asia.

In addition to completing the required institute, participants prepare for travel through additional reading and attendance at a three-day orientation that includes content lectures, practical orientation, introduction to language, and the completion of a curriculum profile (including teaching objectives, resources, and instructional strategies).

In China, teachers have multiple opportunities for interactive visits with local educators, students, families, business professionals, college faculty, writers, artists, government representatives, and other professionals. Teachers visit schools, homes, and historical and cultural sites. They also listen to lectures and briefings by local experts and traveling scholars. One to two scholars from the United States accompany the group to Asia in order to provide more detail on the sites visited and lead daily meetings on content. Lectures focus on historical content as well as current events. Program staff members conduct regular meetings on pedagogy

and process issues. Throughout the study tour, teachers work in small groups on curriculum issues.

Following the travel with in-country programming, teachers are expected to attend a two-day follow-up workshop, at which they revisit and revise their curriculum profiles in light of their experience in Asia, and discuss dissemination plans. They set goals related to curriculum they will develop and changes they will make in their teaching. Each participant is assigned a staff person who communicates with them regularly throughout the year. Twice annually teachers submit their curriculum change portfolios that include documentation of new lessons, units, and resources that they have incorporated into their teaching. In addition, teachers are required to provide a two-hour in-service for other teachers and to complete an extensive impact study questionnaire and interview. The program supports teachers to present at professional state, regional, and national conferences. Additional support is provided to teachers through a monthly memo/newsletter for the 12 months following the study tour.

Other Program Activities

Other programs offered through the Program for Teaching East Asia include:

- The Colorado Consortium for Teaching East Asia (This is a statewide program that aims to build an infrastructure for Asian studies and develop school district commitment to Asian studies. This program offers professional development for Colorado K-12 teachers and an annual study tour to an Asian country.)
- Teaching East Asia: Japan (This is a national outreach project that offers curriculum consultation, summer institutes, and workshops for teachers.)
- Teaching East Asia Curriculum Resource Center
- NCTA 30-hour seminars
- NCTA mini-grants to support teacher presentations at conferences
- NCTA receptions for NCTA alumni at conferences of the National Council for the Social Studies (NCSS)
- Regional NCTA conferences
- NCTA grants for enrichment activities (e.g., workshops, seminars)

www.colorado.edu/cas/TEA/index.html

Teach China Program – China Institute

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
NYC metro area	Teachers (grades 3, 6, 9, 10)	1998	China	18	3 weeks	1	8

Director: Nancy Jervis

Selected Study Tour Program: China 2002

Study Tour Program Purposes and Activities

Since the 1930s, the China Institute has been providing professional development related to China to educators in the New York City area. In 1996, *Teach China*, a professional development program funded by the Freeman Foundation, was introduced with the goal of building a cadre of China specialists in the schools. The study tour program helps to achieve that goal by:

- building teachers' content knowledge through firsthand experience;
- confronting commonly held stereotypes of China; and
- increasing teachers' understanding of China's importance in the world.

Teachers are required to have taken one or more China Institute courses to be eligible for the study tour program, and they must explain how they will use the experience in their teaching. Because the New York City and New York state curriculum standards incorporate Asia at the third, sixth, ninth, and , and 10th grades, social studies teachers from these grades levels are typically included.

Prior to travel, the teachers read selected materials, choose a curriculum project topic, and attend orientation. Orientation includes an introduction to Chinese language and contemporary China as well as academic lectures related to the theme of the particular study tour program.

The travel itinerary is connected to the study tour program's theme. For example, a program focused on contemporary China, while including historical sites, provides opportunities to learn about modern China through activities such as a lecture on China's economic development, a visit to a family farm to glimpse rural agricultural life, and time in Guangzhou and Hong Kong to see life in an urban setting. An academic who is an expert on the particular study tour program theme accompanies the group and provides ongoing information to the teachers. During the time in China, teachers meet regularly to debrief collectively about their experiences.

After their return from China, teachers are expected to produce and implement curriculum projects that incorporate their experiences in China and to share their experience through presentations within their school or district and/or professional organizations. The curriculum projects are discussed in post-tour workshops. The China Institute makes selected curriculum units available on its website.

Other Available Program Activities

The China Institute attempts to build long-term relationships with the teachers that participate in their study tour programs in order to assist them in growing professionally around their teaching about China. It encourages teachers to participate in its numerous activities including lectures, workshops, and courses on Chinese history, culture, language, and literature. Teachers are also encouraged to make use of the resource center and access curriculum projects such as *From Silk to Oil: Cross-Cultural Connections along the Silk Road*, which was produced through grants from various sources. Study tour program teachers assisted with the field-testing of these units.

The China Institute also has conducted two study tour programs for administrators in the New York City school system. Each of these has had a specific purpose. One focused on introducing the possibility of developing sustained relationships with Chinese schools and another, in 2005, aimed at showing administrators the importance and relevance of China and teaching the Chinese language. The Institute has assisted a few schools in introducing Chinese language classes.

www.chinainstitute.org

The China Project – The American Forum for Global Education

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
NYC metro area	Teachers (9-12, adding middle)	1997	China (primary) Vietnam Korea Mongolia Tibet	18-20	3-4 weeks	1	9

Director: Hazel Greenberg

Selected Study Tour Program: China: The Outer Limits (2003)

Study Tour Program Purpose and Activities

The purposes of the study tour program include:

- increasing teachers' content knowledge to promote accurate teaching about Asia;
- enhancing teachers' application of Asian content in the classroom;
- broadening teachers' international perspective by developing a less US-centric global view; and
- enhancing teachers' awareness of the importance of promoting Asia in the curriculum.

High school teachers from various subject areas participate, including social studies, English, art, and science teachers. The American Forum attempts to build capacity for teaching and promoting Asia in the curriculum of schools by involving a group of teachers from one school over time. Middle school teachers who can incorporate content on China into their courses are beginning to be included as well.

Prior to traveling to China, teachers participate in 45 hours (5 weekends) of sessions focused on the history, culture, geography, and traditions of China. Lectures by university faculty and scholars provide a general overview of the country as well as content on more specific topics and sites that teachers will visit. Teachers also are expected to read a range of suggested books and handouts related to China (or other countries visited).

All of the study tour programs to China maintain a focus on current events and relevant issues in contemporary China. Each study tour program also has a specific theme to give coherence to the travel experience (e.g., minority issues in China, the periphery of China, the Silk Road). The specific cities, sites, and lectures included on the tour are related to the study tour theme. In visiting multiple countries on a single study tour — for example, China, Korea, and Tibet — the study tour program strives to promote awareness of the historical significance of the Chinese Empire as well as the commonalities and diversity within and across countries.

After their return from China, teachers attend a three-day seminar (18 hours) in which they work on lesson plans/units; present lessons and debrief; explore available curricular materials; and listen to presentations from students who have participated in a student study tour. During the school year, teachers implement the lessons they have developed and share these with colleagues. Teachers also remain connected by serving as chaperones for the American Forum's student study tours.

Other Program Activities

In addition to the study tour program to China, the American Forum sponsors overseas programs for teachers and students to other areas of the world; maintains a website and a resource center (including curriculum resources for teachers); and provides information on relevant programs to study tour program alumni. The American Forum also consults with schools interested in global education to help them broaden their international focus.

www.globaled.org

U.S.-China Teachers Exchange Program – National Committee on U.S.-China Relations

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
National	Teacher (K-12)	1996	China	10-12	School year	1 (Not in 2003-04 & 05-06)	8

Director: Margot Landman

Selected Study Tour Programs: 1996-97 and 2000-01 Exchange Years

Study Tour Program Purpose and Activities

The U.S.-China Teachers Exchange Program (USCTEP) is unique among the study tour programs in this evaluative inquiry in that it is a school-year-long program in which U.S. teachers teach English in Chinese schools and Chinese teachers teach Chinese culture, history, and language in American schools. For the purposes of this study, we are only looking at the U.S. teachers and considering their year in China as an extended study tour program. The overall purposes of this program are to:

- introduce or strengthen Chinese studies in U.S. schools;
- help to improve English language instruction in selected Chinese middle schools; and
- enrich teacher and student understanding of the other country and culture.

For the American teachers who participate it is expected that they will:

- increase their content knowledge about China;
- gain first-hand knowledge of contemporary China; and
- build relationships with Chinese teachers and students.

To prepare for their year in China, teachers participate in a six-day summer orientation that includes Chinese language instruction; lectures on Chinese philosophies, history, education, family life, and current issues; sessions on pedagogy, etiquette, and traditions; and guidelines for living in China.

During their year in China, teachers have an intense first-hand experience of daily life in one school and community. To the extent that they travel in China during the year, many also see various regions of China. The U.S. teachers gather for a mid-year conference in China to share experiences and discuss common cultural and teaching concerns. Participants communicate with one another and the program director by email to address any concerns or questions.

After their return to the U.S., teachers are expected to advocate for regular, institutionalized instruction about China in their district, teach about China in their classes, share their experience with their colleagues, and promote the exchange program. In most years, a returned teachers' conference is held during which the teachers share strategies for including China in their classrooms and building a sustained presence for China in their schools and districts. They also listen to China experts address Chinese history or current events.

Other Program Activities

The exchange program is the primary activity of the USCTEP. The program provides a newsletter and website through which past and current participants are kept informed about the program and teachers, both Chinese and American, who are involved in the program each year. The website also provides resource materials such as a guide for Chinese exchange teachers in the U.S. and a guide for U.S. schools hosting Chinese exchange teachers.

www.ncuscr.org/TeachersExchange/TEP.htm

Washington-Hyogo Teacher Institute – East Asia Resource Center at the University of Washington

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Washington	Teachers (K-12)	1992	Japan	15	20-21 days	1 every other year	7

Director: Mary Hammond Bernson

Selected Study Tour Program: Japan 2000

Study Tour Program Purposes and Activities

The Washington-Hyogo Teacher Institute is a collaborative program involving the East Asia Resource Center (EARC); Washington State Council for the Social Studies; Hyogo Business and Cultural Center in Seattle; and Hyogo International Association in Japan. Summer institutes, school-year workshops, and study tour programs are the primary activities of the institute. This reciprocal study tour program, through which Japanese teachers visit Washington in the spring and Washington teachers visit Japan in the summer, is a key part of the sister state relationship between Washington and Hyogo. The overall goals of the Institute, including the study tour program, are to enable teachers to:

- meet as colleagues to discuss educational issues with Japanese teachers;
- visit each other's homes and schools to gain a realistic view of life and education in the other country;
- build a community of educators committed to global education and to well-informed teaching about Japan; and
- contribute to the web of educational, business, and cultural connections between Washington State and Hyogo Prefecture.

Due to the nature of this program, teachers from all grade levels and subject areas who have shown a commitment to building an interest in Japan in their schools and communities are eligible to apply for this study tour program. Teachers participate in a weekend orientation prior to travel. Teachers spend a week in Hyogo visiting schools, government offices, and sites of historical and cultural significance. While in Hyogo, each teacher also has a three-day home stay with a Japanese teacher that includes time in the Japanese teacher's school. The Japanese hosts are teachers who have participated in a similar tour to Washington the previous spring. Following the official visit to Hyogo, the itinerary includes touring, talks, discussions, and some independent study in other cities such as Kyoto, Hiroshima, and Tokyo.

On their return, participants complete reflection assignments and implementation plans. They also attend a follow-up weekend during which they discuss the ways they will make use of what they learned in Japan. Participants are expected to continue to learn about Asia and contribute to the sister state relationship, for example, by hosting Japanese teachers and/or students in subsequent years.

Other Program Activities

EARC provides other professional development programs about East Asia for K-12 educators through the China Teacher Leadership Project and the National Consortium for Teaching about Asia (NCTA). The courses and activities of these programs and the Washington-Hyogo Institute enhance one another and provide an array of professional development opportunities for K-12 teachers who are at various stages of their careers and have different levels of knowledge about East Asia.

www.depts.washington.edu/earc/studytours.shtml

Study Tour Programs for Administrators and Mixed-Role Groups

Asian Studies Outreach Program for Leaders – University of Vermont

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Vermont	Leaders	1994	China	20	14 days	1	16-18

Director: Juefei Wang

Study Tour Program Purposes and Activities

The Asian Studies Outreach Program (ASOP) offers overseas programs for educators as one element of a multi-pronged approach to addressing the program goals of introducing Asian studies in every Vermont school and building leadership capacity related to Asian studies across the state.

Participants in the Sino-American Seminar on Educational Leadership are primarily school administrators. However, teacher representatives are also included in order to have teachers' perspectives. The program seeks to increase participants':

- knowledge of the country being visited;
- support for increased inclusion of Asia in the curriculum and greater attention to Asia at the classroom, school, district, and community levels; and
- connections with Chinese colleagues and other Vermont leaders.

Preparation includes two meetings in February or March. Each leader must draft a 20-30 minute presentation on an agreed-upon topic and make a presentation on that topic at a conference for educators in the country being visited.

While in China, leaders visit schools and attend lectures and discussions by/with local experts, study tour leaders, and local educators. In addition participants visit significant historical and cultural sites and events.

A central part of this program is the seminar with Chinese educators during which educators from both countries talk together as part of an educational community and recognize their common struggle to help all students learn. Each Vermont participant makes a presentation, working first with a Chinese student who then translates the presentation. The presentations cover topics such as technology, scaffolding learning, mentoring, and cooperative learning.

Upon their return to Vermont, leaders are expected to develop and implement a plan to select teachers to participate in professional development related to Asia, and build support for and incorporate Asia in their schools and districts.

Other Program Activities

In addition to the overseas programs, the ASOP conducts numerous other activities to support and distribute leadership for the inclusion of Asia in the elementary, middle, and high school curriculum statewide. Activities to support this goal include:

- teachers' in-service education through after-school workshops in five regions of the state and electronic courses on cross-cultural studies;
- a two-year program for high school students that includes summer study at the University of Vermont and travel in China the following summer;
- school-based programs that include school-wide, district-wide, and county-wide models emphasizing curriculum revision, professional development, community outreach, leadership development, and student and teacher exchanges;
- comprehensive support and services for teachers (e.g., library of curriculum materials/kits that address Vermont curriculum standards, touring exhibits, listservs/newsletters);
- research/documentation to determine gaps/needs related to providing Asian Studies in the state; and
- advocacy for policy change at the state level to support international education and teaching about Asia, including a conference for education decision makers on policy related to international education.

www.uvm.edu/~outreach/about/about.html

East Asia Program (Administrators) – Primary Source

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour Program	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
New England (Primarily eastern MA, also NH & ME)	Administrators	1997	China	10	14 days	One every 3 years	3

Director: Kathy Ennis

Study Tour Program Purpose and Activities

Primary Source strives to integrate content on China into elementary, middle, and high school curricula in significant ways. Study tour programs for administrators (which occur approximately every three years) seek to:

- broaden participants' global perspective;
- build a cadre of leaders who are in positions of influence to support Asia in the curriculum in significant ways (e.g., support for Chinese language in schools and exchange programs);
- enable dialogue between U.S. administrators and their Chinese counterparts; and
- encourage the development of partnerships between the administrator's district and Primary Source for infusing China into the curriculum,

To prepare for their time in China, administrators participate in a one-day briefing that includes lectures by experts on U.S.-China relations, discussions, readings, and travel logistics.

Administrators' programs include meetings with leaders in government and education, and visits to elementary and middle schools. These experiences provide opportunities for administrators to build connections with Chinese educators and see the commonalities between the two countries. The chances to talk with professional counterparts, and interact with teachers and students in village schools have both impressed and energized administrators.

Administrators meet three times over the course of the following year to discuss their progress in getting China into the curriculum in significant ways and the possibility of school-to-school exchanges and Chinese language instruction.

Other Program Activities

Primary Source has a system in place for supporting China in the curriculum, and building bridges between teachers, students, and schools. In addition to an array of professional development courses and workshops related to China (and a website and catalogue to market

these courses), the organization offers a partnership relationship to school districts. Districts receive a variety of professional development services and resources. In exchange, districts are expected to integrate China into the curriculum in significant ways in the elementary, middle, and high school grades (e.g., creating an Asian studies course); develop a resource library related to China and a district dissemination network for the materials; and then to begin a Chinese language program.

Other resources available through Primary Source include connections with local university professors with expertise on Chinese history and culture and an on-site library that includes curriculum units such as *The Enduring Legacy of Ancient China* and a sourcebook on Modern China. Primary Source also participates in the Massachusetts Institute for International Studies, which provides a forum for administrators to participate in a broader discussion/advocacy for China in the curriculum within the framework of international studies.

www.primarysource.org

Key Actors Study Tour Program – Center for East Asian Studies at the University of Kansas (Partner Site of NCTA-Columbia University)

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Typical Length of Travel with In-Country Programming	Total Number of Study Tours (through 2005)
Kansas Missouri	Key Actors	2004	China	27	10 days	Only one tour to date

Director: Bill Tsutsui

Study Tour Program Purposes and Activities

The Key Actors study tour in Kansas was designed as a first step in launching and building a sustained commitment for school-to-school exchange programs between U.S. and Asian schools. The program aims to:

- provide global exposure and knowledge of the education system in China;
- build relationships with people in Asia needed for establishing exchange programs;
- provide opportunities for leaders to network and build in-state connections;
- build teams of leaders capable of generating funds and commitment for promoting Asia; and
- build capacity of leaders to take concrete actions to promote Asia.

Study tour participants were selected to represent various types of leaders to build support at the classroom, school, district, community, and state levels. The program sought not just leaders from the education community, but asked districts to select those people who could become advocates and supporters for school-to-school exchanges — those who might represent the “go-to” people in a community. Among those selected were state level leaders; superintendents and assistant superintendents; principals; school, district, and university administrators; and business leaders. Prior to going on the study tour, leaders participated in a one-day orientation, which included presentations by University of Kansas (KU) faculty on the politics, economy, and education system of China as well as presentations on the rationale for studying China in U.S. schools in grades K-12. As part of their participation, leaders were required to develop a plan for promoting Asia when they returned.

The study tour included opportunities for U.S. leaders to meet with their counterparts in Asia. For example, participants met with leaders in the Chinese Ministry of Education in Beijing, where Chinese officials provided an overview of the education system. U.S. leaders also met with officials in the American Center for Educational Exchange, and with officials from the Henan Bureau of Education in Zhengzhou. Visits to high schools and a village school were powerful highlights for U.S. leaders — places where leaders saw first-hand the “energy” and

“vision” they had heard about in official presentations. The leaders’ travel experience was rounded out by visits to significant cultural and historical sites; meetings with representatives of U.S. businesses in China; and visits to manufacturing sites in China.

Two follow-up meetings were offered, providing opportunities for U.S. leaders to discuss their progress on activities related to developing exchange programs and, more generally, in making the study of Asia a high priority in their communities. In addition, tour leaders encouraged participants to network with each other after their travel, and advocate for Asia in their various organizations, institutions, and communities.

Other Program Activities:

- The Kansas Consortium for Teaching about Asia at KU offers NCTA seminars. The seminar participants provide key contacts and an ongoing presence for Asia within districts and communities from which leaders were selected.
- The Kansas Committee for International Education — a statewide committee designed to raise awareness for teaching about Asia and other world regions — provides a forum for key actors to discuss ways to make Asia a priority. This committee was created through a program of the Asia Society based in New York City.

www.ceas.ku.edu

Key Actors Study Tour Program – Oklahoma Institute for Teaching East Asia at the University of Oklahoma-Tulsa (Partner Site of NCTA-Columbia University)

Geographic Area Served	Type of Study Tour Program	Year of First Study Tour	Country(s) Visited on Study Tour Programs	Typical Number of Participants	Length of Travel with In-Country Programming	Number of Study Tours per Year	Total Number of Study Tours (through 2005)
Oklahoma	Key Actors	2002	China	27	12 days	Periodic	2

Director: Jessica Stowell

Study Tour Program Purposes and Activities

The Key Actors study tours in Oklahoma were designed to aid the establishment of school-to-school exchanges between secondary schools in Oklahoma and China. The study tour programs aimed to:

- introduce principals of Oklahoma schools to Chinese principals in pre-selected schools;
- create a network of professionals to support the idea of the Chinese exchange program;
- raise awareness of the Chinese economy and educational system; and
- increase public awareness of the importance of China to the United States and teaching about Asia.

In addition to selecting principals and representatives of the schools establishing school-to-school exchanges, the program selected participants who represented various types of leaders in order to build support at the classroom, school, district, community, and state levels. Participants have included the governor, the associate editor of the *Tulsa World*, state legislators, school district administrators, and deans of schools of education in Oklahoma universities. Preparation for the travel to China included a full-day orientation that included language instruction, travel logistics, and lectures on Chinese history.

In China, U.S. principals had opportunities to meet with the principal of their selected exchange school. At some schools, there were official signing ceremonies to establish the exchange. While in China, participants heard daily briefings on economic and educational issues that related to the day's experiences. Other activities included school visits; trips to significant historical and cultural sites; and lectures on university campuses.

Following the travel, the program director continued to work with the schools that were establishing exchanges, helped with visits from administrators from sister Chinese schools, and encouraged further development of exchanges and attention to Asia in the schools. Participants

continue to support Asia in the schools through their various roles, for example, through news paper articles and proposed legislative action.

Other Program Activities:

The Oklahoma Institute for Teaching East Asia also provides National Consortium for Teaching about Asia (NCTA) seminars and works with Tulsa schools that want to offer Chinese language instruction. In particular, the Institute has partnered with the U.S.-China Teachers Exchange Program to bring Chinese teachers to Tulsa to teach Chinese as an interim step until certified U.S. teachers are available. In general, through extensive networking, the Institute has helped teachers and schools in Oklahoma incorporate China into the schools in numerous ways.

www.tulsagrad.ou.edu/okitea