Textbook Reform in China: Problems and Discussion

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04/22/2010
Textbook Reform in China: Problems and Discussion

Content

- The background of textbook reform
- Definition of textbook
- The evaluation system of textbook quality
- The qualitative evaluation index of textbook’s content
- The existing problems in Chinese textbook
Textbook Reform in China: Problems and Discussion

Content

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China's curriculum management and decision-making model transferred from the central controlled system to a decentralized system, involving central, provincial and local governments.
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Since 1949, the People’s Education Press lead by the Ministry of Education has been the monopoly power in textbook compilation, test, and publish for more than 40 years.

Until 1988, the Ministry of Education issued “The Project of Teaching Materials’ Compilation and Planning for Nine-Year Compulsory Education” which allows social forces to participate in the compilation and publication of textbooks. It was a real prosperous state of the textbooks’ publication after 1990.
At present, more than 80 publishers participate in the publication of basic education textbooks, and the total fixed price constitutes more than 30% of the total fixed price book publication nationwide.
The Background of Chinese Textbook Reform

The views of education

Subject knowledge

Problems of textbooks

Textbook Reform in China: Problems and Discussion
These problems reflect the inconsistency between educational policy and practice during the course of education reform.
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Since this inconsistency phenomenon exists in many educational fields, the research of China’s educational policy should concentrate on both institutional theory and the specific effectiveness of practice.
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For this reason, this research tries to reveal the present curriculum reform’s status of China’s basic education in micro-aspect.
Textbook Reform in China: Problems and Discussion

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Definition of Textbook

Is a manual of instruction or a standard book in any branch of study. It is produced according to the demand of the educational institutions.
Textbook Reform in China: Problems and Discussion
Back to the Big Question

How can you prevent your good friends from getting sick?

The Big Question for this Unit is How can you prevent your friends from getting sick? You began this Unit by investigating how the class was affected by how diseases spread. You used simulations to find out how you can get sick. You found that even one of your good friends can make you sick.

Epidemiologists spend a lot of time studying how diseases spread. You started repeating a simulation, you learned how important it is for scientists to accurately record data. Keeping accurate records and for you to accurately record data. Keeping accurate records of your work will be important as you work toward answering the Big Question.

You also read about the difference between communicable and non-communicable diseases. Communicable diseases spread from person to person. There are many communicable diseases, but there are also non-communicable diseases. You will learn about both types of diseases and learn more about how they can spread from one person to another.

Reflect
Think about and answer the following questions. Be prepared to discuss your answers with your class.

1. What did you learn about the importance of keeping accurate records?
   Use an example from this Learning Set to justify your answer.

2. What is the difference between a communicable and a noncommunicable disease?

3. How do you get sick? Use evidence from this Learning Set to support your answer.

4. What is a model? Why are models important in science?

5. How did you use models to run simulations in this Learning Set?

Update the Project Board

You started a Project Board centered on the idea of learning more about how you can prevent your good friends from getting sick. Now you have done a simulation. You know more about the factors that affect how a disease spreads. You are now ready to fill in the Project Board more completely.

Up to now, you only recorded information in the first two columns of the Project Board. You will now focus on the next two columns. These are the What are we learning? and What is our evidence? columns. When you record what you are learning in the third column, you will be answering some questions in the What do we need to investigate? column. You will describe what you learned from the investigation you just did. But you cannot just write what you learned without providing evidence for your conclusions. Evidence is necessary to answer scientific questions. You will fill in the evidence column based on data and trends you found in your investigations.

You will also include your understanding of the science readings and your discussions with each other. You may use the text in this book to help you write about the science you have learned. However, make sure to put it into your own words. The class will fill in the large Project Board. Make sure to record the same information on your own Project Board page.
Textbook Reform in China: Problems and Discussion
Definition of Textbook

Is a manual of instruction or a standard book in any branch of study. It is produced according to the demand of the educational institutions.
Textbook Reform in China: Problems and Discussion
The Textbook Evaluation System

- layout-design
- applicability
- contents
- publication

Textbook Quality

Textbook Reform in China: Problems and Discussion
The Textbook Evaluation System

- layout-design
- applicability
- contents
- publication

Textbook Reform in China: Problems and Discussion
The Textbook Evaluation System

layout-design          contents

applicability          publication

☆ Appearance
☆ Printing
☆ Font
☆ Installation set
☆ Paper quality
The Textbook Evaluation System

- layout-design
- contents
- applicability
- publication

- Theoretical basis
- Objectives
- Balance
- The choice of theme
- The timeliness and accuracy of knowledge

Textbook Reform in China: Problems and Discussion
The textbook evaluation system

- layout-design
- applicability
- contents
- publication

※ Readability
※ Intelligibility
※ Component
※ Evaluation form
※ Teaching form
※ Related materials

Textbook Reform in China: Problems and Discussion
The textbook evaluation system

- **layout-design**
- **contents**
- **applicability**
- **publication**

- ★ Publisher
- ★ Author
- ★ Release process
- ★ Release date
- ★ Cost
- ★ Ancillary services
The Textbook Evaluation System

- layout-design
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Textbook Quality

Textbook Reform in China: Problems and Discussion
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Textbook Quality
Textbook Reform in China: Problems and Discussion

Content

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Textbook Content Quality

Theoretical basis
- The accuracy and timeliness of knowledge

Objectives
- The choice of theme

Balance

Content Attribute

Textbook Reform in China: Problems and Discussion
Textbook Content Quality

- Theoretical basis
- Objectives
- Balance
- Content Attribute
  - The accuracy and timeliness of knowledge
  - The choice of theme
Based on the behaviorism or humanism?

Based on the structural functionalism or social conflict theory?

Are these theoretical basis showing consistently and clearly in one textbook?

Based on rationalism or empiricism, reception theory or constructivism?

Views of human nature

Theoretical Basis Analysis

Views of the society

Views of knowledge

General
Textbook Content Quality

Theoretical basis

Objectives

Balance

The accuracy and timeliness of knowledge

The choice of theme

Textbook Reform in China: Problems and Discussion
Objectives Analysis

- Are objectives clear?
- Are the content goals and process goals taken into account?
- Are objectives integrated, including perception, skills and affection?
- Are objectives fitting to the curriculum standard?
Textbook Content Quality

- Theoretical basis
- Objective
- Balance

Content Attribute

- The accuracy and timeliness of knowledge
- The choice of theme

Textbook Reform in China: Problems and Discussion
Do these phenomenon exist in a textbook?

- Prejudice and stereotype in perspective, content, illustration, language, and the orientation.
- Unfair and subjective in dealing with different views.
- Gender, racial, ethnic discrimination.
- No respecting of different occupations, classes, social status people.

Textbook Reform in China: Problems and Discussion
Textbook Reform in China: Problems and Discussion

Textbook Content Quality

- Theoretical basis
- Objective
- Balance

Content Attribute

- The accuracy and timeliness of knowledge
- The choice of theme
The Choice of Theme

1. Does the content include facts, concepts, principles, and values?
2. Does it include any opposition and controversy?
3. Does it include both past, present and homeland, abroad?

Textbook Reform in China: Problems and Discussion
Textbook Content Quality

Theoretical basis
- The accuracy and timeliness of knowledge

Objective
- The choice of theme

Balance

Content Attribute
The Accuracy and Timeliness of Knowledge

How about the correctness of knowledge? Does it include any error or biased? Is it reasonable and logical?

Is it up to date and does it contain important and modern knowledge?

Is it conformed to the social point of view?

Knowledge
Textbook Content Quality

Theoretical basis
- The accuracy and timeliness of knowledge

Objective
- The choice of theme

Balance

Content Attribute

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- Theoretical basis
  - The accuracy and timeliness of knowledge

- Objective
  - The choice of theme

- Balance

**Textbook Reform in China: Problems and Discussion**
The existing problems of **theoretical basis** in Chinese textbooks
Main Views of Constructivism

• Constructivism holds that the world is objective. People construct and interpret reality based on their own experiences.

• Since personal experiences and faiths are different, their understandings of the outside world are also different.

• Everyone can has their own understanding of the world and gives its meaning.
Main Views of Constructivism

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“Fish-cow” of Constructivism
Main Views of Constructivism

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The Existing Problems of Theoretical Basis

1. The dogmatic statement
2. Lack of context
3. Pay insufficient attentions to the positive transfer of knowledge
The Existing Problems of Theoretical Basis

The dogmatic statement
Lack of context
Pay insufficient attentions to the positive transfer of knowledge
“Sheep Shui”

Textbook Reform in China: Problems and Discussion
The Exercise of “Sheep Shui” in The Textbook

1. Only the parents always worry about their children.

2. Parents love their children, but children do not know distressed parents.

3. Everything is constantly changing, one should change with the time, too.
The Exercise of “Sheep Shui” in The Textbook

1. Only the parents always worry about their children

2. Parents love their children, but children do not know distressed parents

3. Every thing is constantly changing, one should change with the time, too.
The existing Problems of Theoretical Basis

- The definitive keynote of statement
- Lack of context
- Pay insufficient attentions to the positive transfer of knowledge
The existing problem caused by lack of context

Concepts, principles and formula are independent from the real background, mislead students to understand knowledge in the isolative and simplified way.

Rarely putting history of science into textbooks lead the “one-sided and arbitrary” and blind faith in textbook knowledge.

Students tend to form bad habits of “taking it for granted” when understanding the content.

Textbook Reform in China: Problems and Discussion
天上的街市

• 远远的街灯明了，好像闪着无数的明星。
• 天上的明星现了，好像点着无数的街灯。
• 我想那缥渺的空中，
• 定然有美丽的街市。
• 街市上陈列的一些物品，
• 定然是世上没有的珍奇。
• 你看，那浅浅的天河，
• 定然是不甚宽广。
• 我想那隔河的牛郎织女，定能够骑着牛儿来往。
• 我想他们此刻，定然在天街闲游。
• 不信，请看那朵流星。
• 是他们提着灯笼在走。
“Downtown streets of Heaven”

Which one of the three understandings to the clou of the poem, do you think, is right? Please try to explain your reasons for that.

(1) With the depiction of the beautiful life in heaven, the author tried to show his hatred to the black reality and his yearning for ideal life, to stimulate people to fight for this ideality.
The Existing Problem of Theoretical Basis

- The definitive keynote of statement
- Lack of context
- Pay insufficient attentions to the positive transfer of knowledge
“Civil War” in America

※ If you were the president of American at that time, would the Civil War still happen? Why?

※ Read the text carefully, try to analyze the reasons why the Civil War happened?
※ Think it over: What were the negative effects of the Civil War on American society?
There has been a war between China and Japan every 100 years in modern history. The Japanese-Qing dynasty war happened in the 19th century, and the anti-Japanese war was in the 20th century. If there will be a war between China and Japan in the 21st century, when will it happen? What is the possible remote cause and immediate cause? If Japan win, why? If Japan fail, what is the cause? Try to analyze.
• We perhaps would have a fierce war with China after Taiwan returns to China. If Taiwan returns to China, China blocks Jilong and Gaoxiong and the Taiwan Strait will turn to China's inland sea. This will increase the cost of shipping the oil of Japan. If Chinese government blocks the Taiwan Strait, our freighter must go through, our capital ship and the destroyer would be sent out as soon as the Chinese Navy saw Japan dispatched troops, the navy would go immediately on stage, then the war would approach! According to the judgment, between A.D. 2015~2020, this war possibly erupts. Therefore, we must prepare the war opposing Chinese now.
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※ When did the Japanese-Qing dynasty war erupt?
※ What treaty is called?
※ How much lands are ceded?
※ How many silver coins are compensated?
Textbook Content Quality

Content Attribute

- Theoretical basis
  - The accuracy and timeliness of knowledge
- Objective
  - The choice of theme
- Balance
The existing problems of **objective** in Chinese textbooks
Objectives

Through dialog, achieving a state of “the integration of opinions\spirits” between the teacher, the student and the textbook. This is the ideal state of teaching, and the **new target** under the principle of constructivism **of the textbook**.

The theory of “the conversational practice” defines studies as dialogs between the **learners and world**, the **learners and others** and **dialogs with themselves**, these three practice patterns, getting rid of the conservative textbook’s image of “spokesman of knowledge with the monologue type”.

*Textbook Reform in China: Problems and Discussion*
“The Empty Flower Pot”
“The Empty Flower Pot”

※ Why did the king select the child who held the empty flower pot?

※ Talk about what is courage after reading the story.
※ Write something about a hero, and explain why you think she/he is brave?
※ Would you like to show your brave in some way? How would you want to do?
※ Have an interview on the courageous acts.
※ Write down the qualities of the braver and tell us why these qualities are important

Textbook Reform in China: Problems and Discussion
Textbook Content Quality

Objective

Theoretical basis

Balance

Content Attribute

The accuracy and timeliness of knowledge

The choice of theme

Textbook Reform in China: Problems and Discussion
The existing problems of balance in Chinese textbooks
There is no doubt that education must teach people how to communicate with different cultures, how to choose according to their own experience, how to make use of the achievements of various cultures, and how to graft other cultures in their own.
Multicultural education, rising in the 60th of the 20th century, American “Civil Rights Movement”, was originally designed for foreign immigrants and cultural assimilation to integrate them into the mainstream culture of America.

Later, the thought of multi-culture has become a main force that influences school education, and multi-cultural education becomes a worldwide system. School management, classroom management, curriculum, teacher education, teaching and curriculum evaluation are gradually brought into the perspective of multi-culture.
The Content of Multicultural Education

- National culture
- Racial culture
- Regional culture
- Social class / stratum culture

Textbook Reform in China: Problems and Discussion
The Content of Multicultural Education

- National culture
- Racial culture
- Regional culture
- Social class /stratum culture
Unbalance of National Culture

The attention to cultural difference between East and West is insufficient.

The extension and the angle of attention to external culture are biased.
Unbalance of National Culture

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Unbalance of National Culture

Note: Y. Chen (2007). Multicultural Education in the textbook of primary and middle school, Global Education.

Textbook Reform in China: Problems and Discussion
Unbalance of National Culture

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Unbalance of National Culture

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The attention to cultural difference between East and West is insufficient.
The content of Multicultural Education

- National culture
- Racial culture
- Regional culture
- Social class /stratum culture
Textbook Reform in China: Problems and Discussion

1. The phenomenon that the culture of Han Nationality is the center culture is prominent.

2. The content which directly reflects national minority culture is insufficient.

3. Most content of teaching material narrate from the Han people angle.

Unbalance of Racial Culture

Most content of teaching material narrate from the Han people angle.
The Content of Multicultural education

- National culture
- Racial culture
- Regional culture
- Social class/stratum culture
Unbalance of Regional Culture

1. The attention to the economically backward localities especially the general countryside is insufficient.

2. The explanation angle of these region is narrow.

3. Seems to suggest that high-status people are concentrated in cities, not in rural areas.
The Amount of Texts Involving Urban and Rural Figures

<table>
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<tr>
<th>Analytic subject</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total amount</th>
<th>Ratio</th>
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</thead>
<tbody>
<tr>
<td>Urban</td>
<td>7</td>
<td>13</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>8</td>
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<tr>
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<td>6</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>31</td>
<td>17.8%</td>
</tr>
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## The Negative Portrayals About Rural in Six Chinese Textbooks

<table>
<thead>
<tr>
<th>Content</th>
<th>Hardship and bitterness</th>
<th>Working pains</th>
<th>Natural disaster</th>
<th>Traffic inconvenience</th>
<th>Snobbish in neighborhood</th>
<th>Chaos of war</th>
</tr>
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<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>7</td>
<td>3</td>
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<tr>
<td><strong>Ratio</strong></td>
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<td></td>
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<td>48.4%</td>
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</tbody>
</table>

The Content of Multicultural Education

- National culture
- Racial culture
- Regional culture
- Social class/stratum culture
Unbalance of Social Class and Stratum Culture

- Ordinary people been neglected, celebrities and emperors, kings, generals and ministers been treated importantly.

Unbalance of Social Class and Stratum Culture

Ordinary people been neglected, celebrities and emperors, kings, generals and ministers been treated importantly.

Textbook Content Quality

Theoretical basis
- The accuracy and timeliness of knowledge

Objective
- The choice of theme

Balance
- Content Attribute

Textbook Reform in China: Problems and Discussion
The existing problems of theme choice in Chinese textbooks
Problems in Theme Choice

Lacking the dialectical elaboration

Avoiding sensitive topic

Strict Ideology controlling

Lacking the concern of social problems

Textbook Reform in China: Problems and Discussion
Textbook Reform in China: Problems and Discussion

Textbook Content Quality

- Theoretical basis
  - The accuracy and timeliness of knowledge
- Objective
- Balance
  - The choice of theme

Content Attribute
The existing problems: the accuracy and timeliness of knowledge in Chinese textbook
The mission of education is guiding the cultural development. Education should pay attention to the contemporary culture, and keep the contents up to date.

However, massive so-called *red classical articles* in elementary and middle schools textbooks have been existing for a long time, although most of them have lost the contemporary meaning.

such as *For 61 social class brothers* and *Praise for Chinese white poplar*.
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Acknowledgements

Professor Mun C. Tsang
Center on Chinese Education,
Teachers College, Columbia University

Shandong Provincial Exchange
Program for Financial Support

Yue-ru Chen
04/22/2010