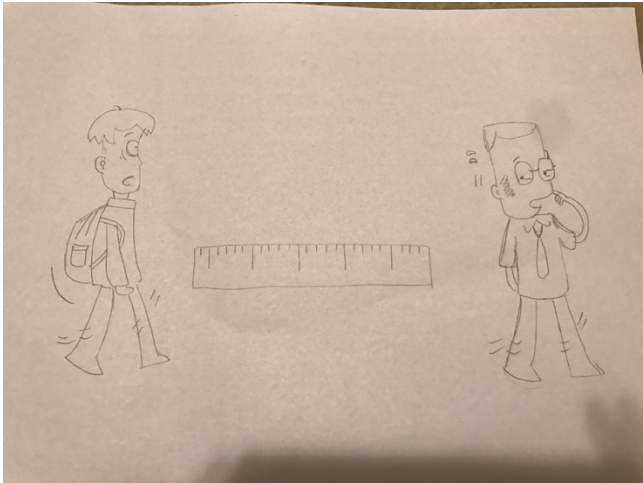




Numbers	Scenes	Narratives
1	<p>Writing the words by hand.</p> <p>"How does my perception transform towards teaching methods, education beliefs in a multicultural perspective?"</p>	<p>How does my perception transform towards teaching methods, education beliefs in a multicultural perspective?</p>
2		<p>From my previous perspective, I thought teachers should keep distance from the students to some degree. I gained this idea from a teaching workshop in China when I was preparing to teach Chinese abroad in the U.S.</p>
3		<p>After taking the reflective teaching course, I realize that connecting to students and forming meaningful caring relationships that tend to extend to more than the content of the classroom makes a massively huge difference in how students experience their schooling.</p>
4		<p>Based on my educational lineage, my teachers did not truth-speak often in China. I understand that it is very difficult for students, even for teachers to speak truthfully. "Truth-speaking is particularly difficult because we have been conditioned – in our families, through the media, and in our schools – to believe that we must dilute our personal truth in order to be accepted by others." (P126)</p>

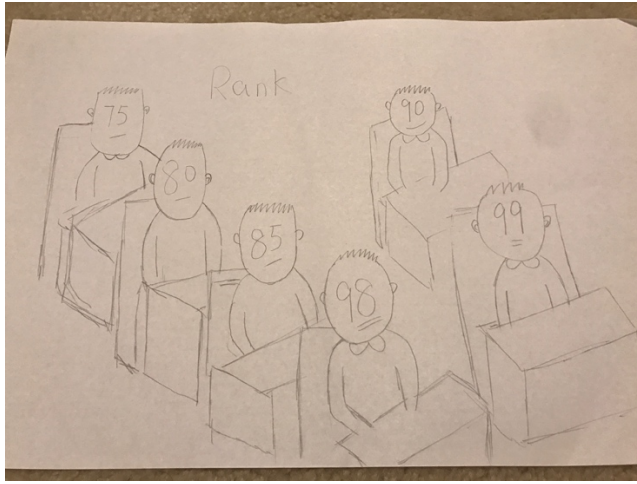


5



In my case, as a graduate student, I dare not express my feelings too much in the classroom because I don't want to affect the flow of the classroom activities or affect my classmates. I still remember the time that one of my instructors asked me how I felt during the class break. She told me she could sense how tired I was. At that time, I did not speak truthfully. I responded "I am pretty good, just a little sleepy." It was surprising that I got an email from this instructor after the class, and she shared her observations and thoughts about me and my efforts in the class. And of course she encouraged me and offered her help in my needs to complete the assignment. I could sense how she cared about me and I felt warm and touched. It made me believe that she is trustworthy and I replied to her to tell her how I felt in the class and why I had those feelings. Later on, based on this situation, the relationship - truth - between this instructor and me has been established. Because I trust her, I tell her what I think from my heart not from my head. I dare to speak truth with this instructor because she is reliable and I trust her. I hope my future students would truth-speak to me, certainly, I would truth-speak to them.

6



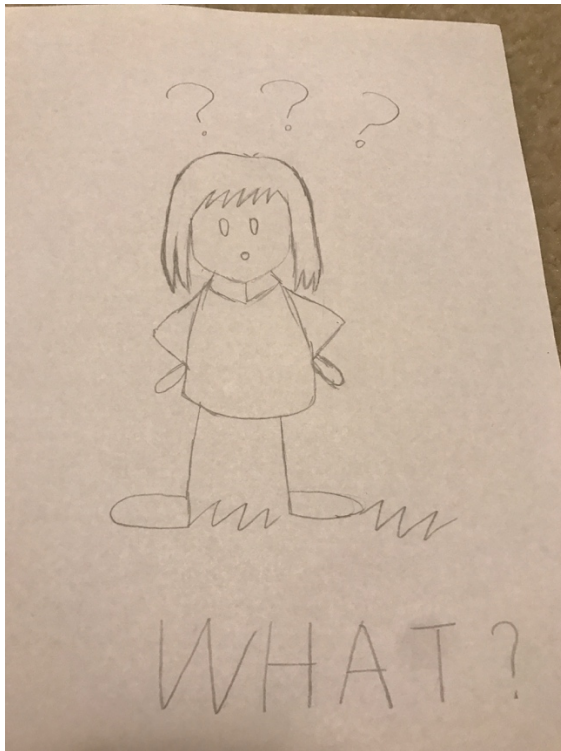
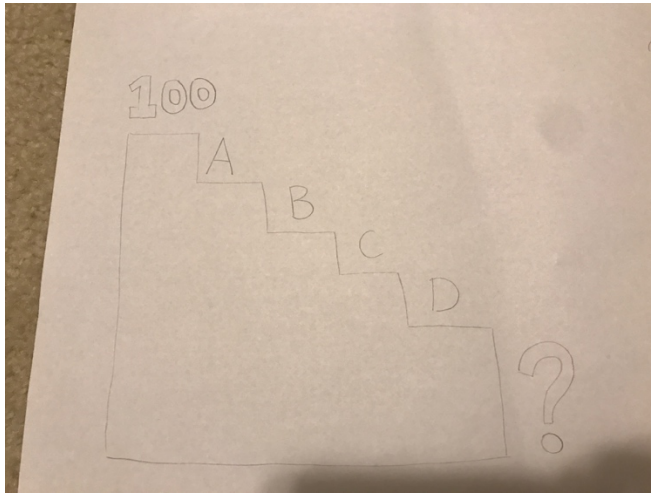
Classroom is a battle in China just like Palmer says in his article, the conventional classroom is not a place of collaboration, or a place of inquiry, but a place of competition. According to my previous study experience in China, it was, unfortunately, a competition since middle school and it never ended until graduation from college. Every semester, teachers would rank students based on their scores of all subjects, and they would reward publicly the TOP 10 students in each grade by making a poster. In particular, I want to share a funny story which happened during my senior year in high school. As you may know, the College Entrance Examination in China is very rigorous and strict, since we do have a lot of students (population is big). There are few great colleges that can be chosen, so students in China have to compete in this battle for entrance. Some of my classmates, who were apparently better than me in taking tests, refused to help me when I asked their help for preparing exams. Obviously, they were reluctant to answer, because they thought I was one of their rivals and were afraid of my progress from their help. Actually, I did well without their help.

7



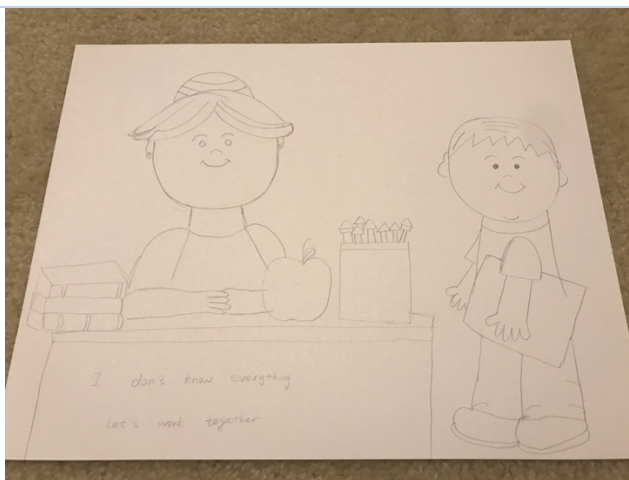
For me, I want to change this condition. Classroom is a place of celebration, a place of collaboration. In Marzano's teacher self-rating sheet, there is a question which stands out. "What do I typically do to celebrate success?" I think in my future teaching I would use many ways to celebrate success with students and include the whole class in the celebration.

8



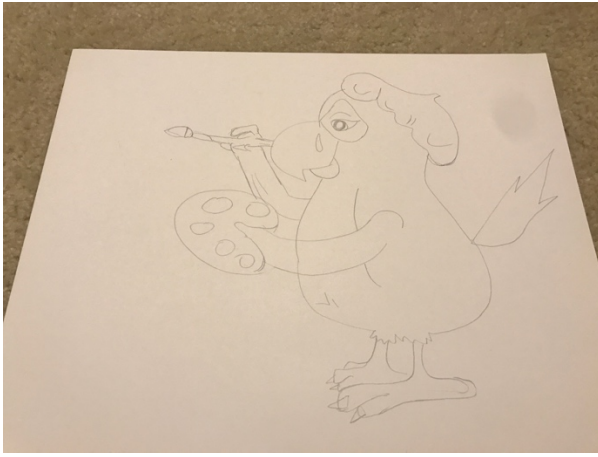
Teachers are knowledge dispensers. This is what I know from Chinese philosophy. It seems like we all go to school for answers instead of questions. Personally speaking, in my educational history, I have seldom asked good questions. My purpose is to seek the answers and to get higher scores. That is why Hart stated that "Schools do not lack answers, they lack depth. Depth is associated more with asking good questions than with having all the answers (Hart, 2003)". This reminds me of my preschool students who are learning Chinese with me, and the kids always ask me questions, and sometimes I do not know how to respond. It is so embarrassing. I am met with this situation many times, but I do not know how to deal with it, so finally I always try to avoid their curiousness or try to distract their attentions.

9



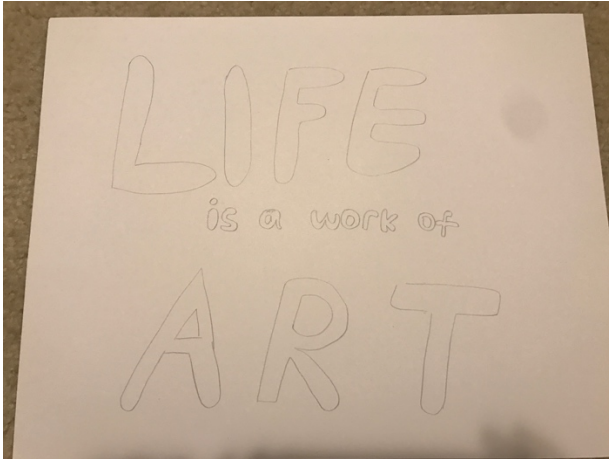
Actually, it is truly helpful for students to know that teachers don't know everything, and to hear an authority figure admit that. Then you could say "You know, I don't have the answer to that. Let's find out together!" That makes you much more relatable, and makes the students more open when they find themselves in a similar moment of confusion. Moreover, trying to be a teacher like Abba Felix. Do not give students answers, while giving them free space to explore by themselves. Maybe sometimes we can give students some hints which can help them move forward. There is no absolute right and wrong.

10



To be honest, I do not consider myself as an artist, why? Even though I am an art education student, I am not confident to call myself "artist". In China, we may have a stereotype of "artist", they do not make much money, and their life is artful but not real. Moreover, art students are not seen as artists in China, because this is not included in art education system in China. So that is why I always say that I am not artist.

11



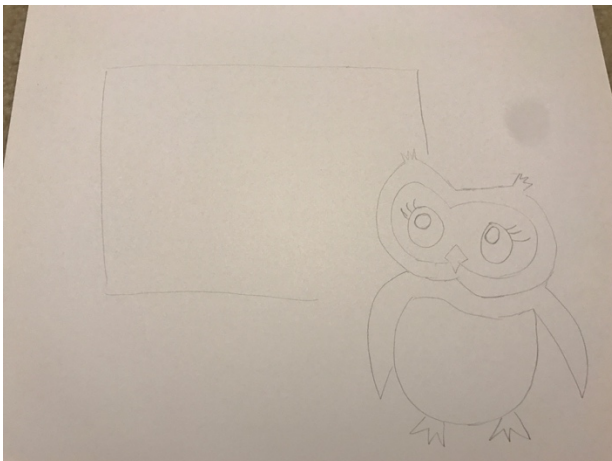
Well, as time goes by, I have taken several studio art courses. Certainly, I consider myself as a student artist, because I've gotten this idea from art professors. It is very important to self-identify as an artist. Moreover, what is an artist? Art skills are the prerequisites? I like Amy Roupp's idea "living in an art, we are artists of life" you make creative choices every moment, you compose experiences, you contemplate meaning. Open mind and expand the notion of "artist".

12

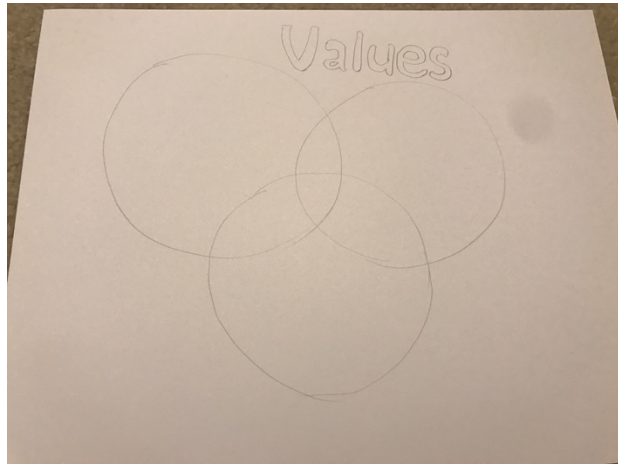


Honestly, before this course, I did not even know about values for teachers.

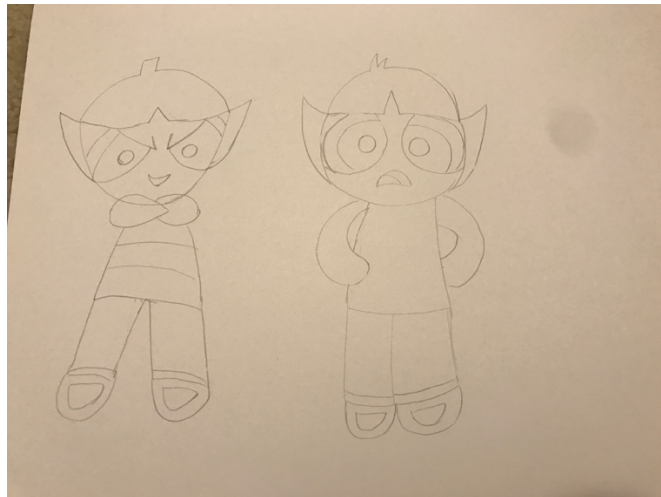
13



Well, "values are something that we have to judge what is good and bad in life generally and, more specifically, in education." (P.32) I am curious to know exactly what values of teachers. I think most teachers know the difference between good and bad. As we know, values significantly influence teachers, "the value affect how we (teachers) interpret and react to our experiences and how we look at and examine transmitted knowledge and, as a result, affect how we teach and interact with students and colleagues". (p.33)



14



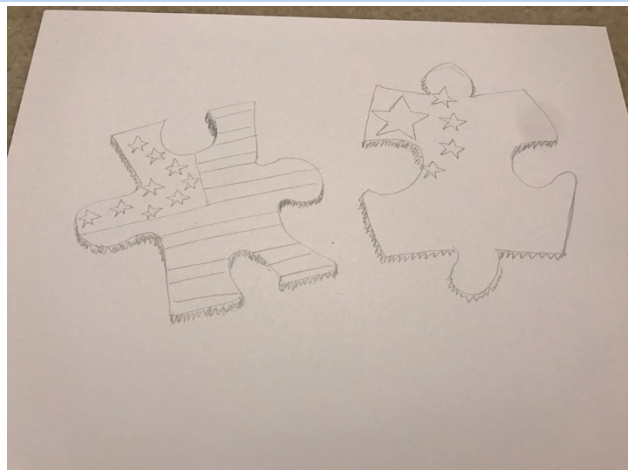
It seems like there's always been a stereotype about administrators. Administrators are powerful, aren't they? We all know we need their support, what does support look like? How do you know they support you? How can you educate the administrators?

15

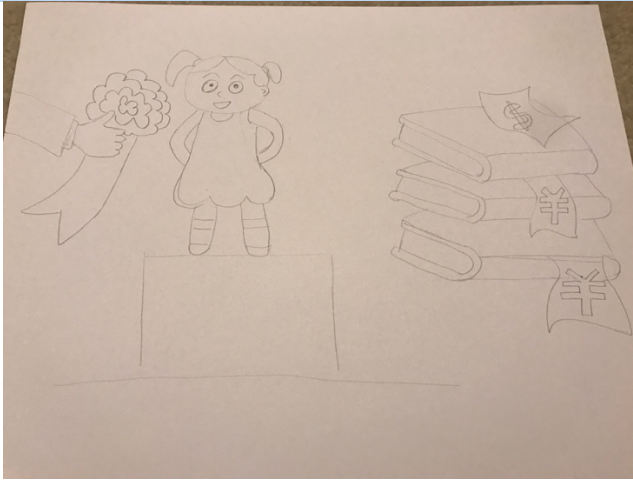


In fact, we give too much power to the word "administrator", and our relationship to the word rather than the person and this can inhibit how we interact with the person.

16

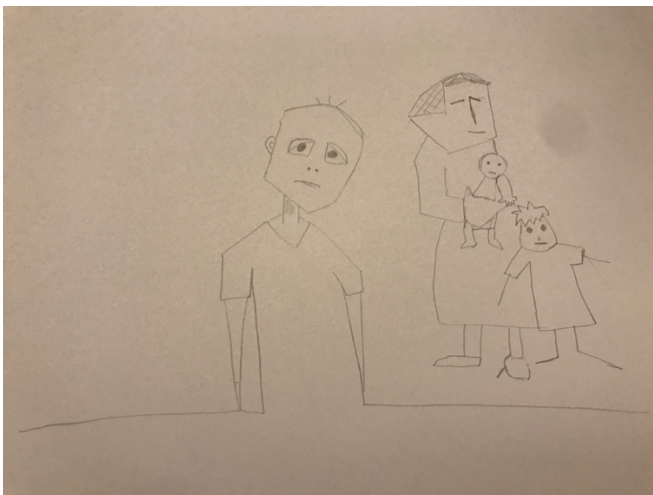


Frankly, I do not know whether the public school system in the United States fulfills the promise of equal educational opportunity, however, at least, in China, I believe that most students have the equal opportunity to be educated. I will explain my idea in detail later when discussing the "Matthew effect" (the rich get richer while the poor become poorer) in the educational system in the United States because the realities in China seem different, even opposite. I have read an article titled How



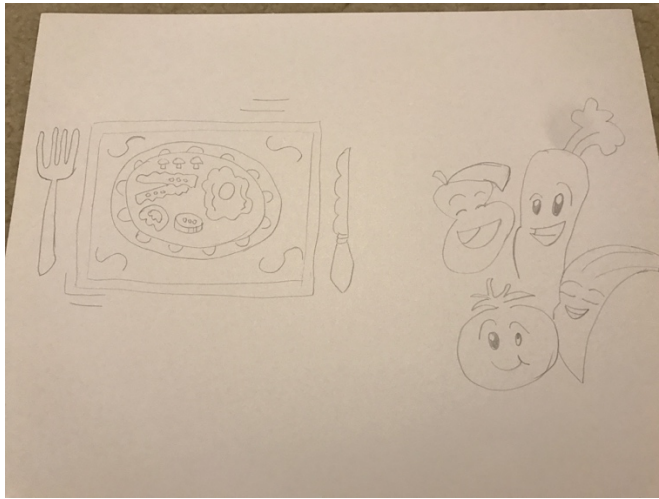
Kids Learn Resilience, the author asserts that “low-income children can be harder to educate than children from more-comfortable backgrounds” in the U.S. However, it is opposite in China. It is safe to say, most low-income Chinese students are better behaved and hardworking than those students who come from better-off families and usually teachers in China may pay more attention to educate better-off students who are badly-behaved. It is very interesting that most schools (not including colleges and universities) in China set up rewards to students for enrolling in order to recruit excellent students to enhance, the reputation of these schools. Since the rewards are so attractive, most of the poor students in China are more hardworking. They believe that only through knowledge will they have a better, more successful future. However, according to Roland Fryer’s reward system, it was to “increase the time that low-income students spent on math homework, and to improve their scores on standardized math tests”. Unfortunately, this incentive program had no effect. Why do these situations take place differently between China and America?

17



As Amy says, there are many children whose parents are more or less "absent" as they are working three jobs, single parents, or worse yet, in jail, so many of these kids are more or less on their own and what they value is whether or not they will eat later and have a safe place to sleep. This is not true for all of course... but it is a reality for many.

Moreover, it is very important to understand “poverty”. There is a book named a framework of understanding poverty, describing what wealth looks like, what middle class looks like and what poverty looks like. Something that was interesting from the reading was comparing a meal between the three types of socioeconomic levels which was: People



from a wealthy family would place emphasis on a meal as to how it was presented, people from a middle class family would place emphasis on how good the meal was, and people from poverty would ask: "did you get enough to eat?". Furthermore, it also talks about how families who are from poverty tend to view education, and they see education as a threat to their family unit. Usually the mother is at the head of the unit, and they see their children as "property" expected to contribute to the income of the family. So if their children become educated, they fear that their children will abandon the family in the long run.