Rethinking Culture in the Chinese Classroom

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Agenda

- Two questions about teaching culture in the classroom:
  
  1. What culture?
  
  2. To what extent?
Culture as Core

- **3Ps of Culture**
  - Practice, Products, Perspectives

- **Rethinking Culture**

<table>
<thead>
<tr>
<th>Culture that is unique</th>
<th>Culture that is common</th>
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<tbody>
<tr>
<td>Food and Festivals approach</td>
<td>Norms (how to apologize)</td>
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<td>Social phenomena (urbanization, water filtration, brand effect, etc.)</td>
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Rethinking Culture in Chinese Classroom – Importance of Culture

- “Cultural learning helps students discover there are multiple ways of viewing the world” (CARLA, University of Minnesota)

- The National Center for Cultural Competence (NCCC): an “integrated pattern of human behavior that includes thoughts, communications, languages, practices, beliefs, values, customs, courtesies, rituals, manners of interacting and roles, relationships and expected behaviors of a racial, ethnic, religious or social group; and the ability to transmit the above to succeeding generations”.
Culture as Core

Knowing the culture vs. Understanding the culture

- Knowing: facts
- Understanding: to understand something is to see its relation to other things. (Wiggins & McTighe)
Concordia and Chinese Class

- Field trips and summer camp
Discussion

- Challenges in implementing such curriculum in schools?
- What we can do to face the challenge and change something?

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References

- http://www.carla.umn.edu/institutes/2013/culture.html

- http://www.cal.org/resources/digest/0309peterson.html