

## Designing a Chinese Culture Course: Community Outreach in a Campus Environment

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### Three Purposes

- Identify outreach, teaching, and collaboration activities as an integral part of our responsibilities in the rapid changing library environment.
- My experience of developing a Chinese culture course.
- Design a course that meets the needs of your community audiences through a brief assessment of my course.

### Coordination with Campus-Wide Departments

- Prepare a clear statement of your proposal, course outline, and teaching plan
- Request critique for improvement
- Keeping constant email communication
- Be specific about your teaching aids and equipments
- Invite related colleagues to attend your class to give you their views on class and teaching skills
- Request evaluation results for subsequent offerings

### Collaboration with Faculty Members

- Choose the right speakers for your topics
- Clarify your teaching plan with the speakers
- Be both specific and general with the topics
- Support needed teaching equipments and aids
- Double-check with the speakers' schedules
- Inform them of class changes
- Keep reminding them of the class dates

### Course Background

In 2005, the East Asian Studies Center (EASC) <http://www.indiana.edu/~easc/> and the Continuing Studies Lifelong Learning Program <http://www.continue.indiana.edu/> jointly sponsored a Chinese Culture Course at Monroe Bank. The students are drawn from the Bloomington Community at large.

The course met once a week for six (6) weeks from September 26-Oct. 31, 2005. Each class session was ninety minutes long.

### Criteria

- Reach out to Bloomington residents who are interested in China and issues related to China.
- Encourage greater awareness, understanding, and appreciation of Chinese language and culture.
- Incorporate team teaching with invited speakers residing in Bloomington or nearby.
- Assess effectiveness of the course for subsequent offerings.

## Outreach to the Community – Description of Bloomington, IN

- A city in South Central Indiana with a population of 74,795 in 2006.
- 15,000 acres.
- Asian population is 5%.



## Outreach to the Community – Relationship between the City and the University

- **Largest Employer in Bloomington** -- Founded in 1820, IUB (2,000 acres) is considered one of the top universities in the nation with a student body of 38,500, 1,947 full-time faculty members, and 5,210 appointed staff members – 2006/2007 statistics.
- **Campus Town** -- Integrate academic community and surrounding communities through service-learning and community based research activities.
- **Advertising Avenue** – IDS, Herald Times, flyers, pamphlets published by Continuing Education Program, & web pages.

## Proposal -- “From Chopsticks to Confucius”

The course will introduce students to broad topics related to Chinese history and culture. The goal is for students to gain more appreciation and understanding of China and Chinese culture.

### Audience --

Bloomington residents of various ages and with diverse backgrounds and previous experience with China.

## Comparative Analysis of Student Profiles

### On-Campus Library Users

- Most of them younger
- Many with prior Chinese language background
- Assignment-based, research-oriented, and credit-driven
- Asking specific questions

### Community Residents

- Diverse in age, educational and social background
- Diverse in their understanding of and interest in China
- Most of them without any Chinese language background
- Interest-based
- More general and current issue-based questions

## Course Outline

- Introduction/ Chinese History and Geography
- Chinese Philosophy and Religion
- Chinese Education and Examinations
- Chinese Language, Calligraphy, and Literature
- Chinese Customs and Festivals
- Chinese Arts and Cuisine

## Teaching Methods

- Instruction with PowerPoint demonstrations (45 minutes)
- Discussion, Questions & Answer (15 minutes)
- Practicing on spoken Chinese (20 minutes)
- Discussion, Questions & Answer (10 minutes)
- IU guest speakers
- Handouts
- Documentary films/music
- Hands-on practice
- Small gift tokens
- Guided discussion
- Question & Answer, Evaluation

## Sample Illustrations I -- World Map

Political Map of the World, April 2000



## Sample Illustration II – Map of China

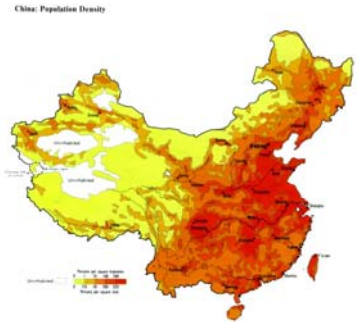


## Sample Illustrations III – Current Administration Division



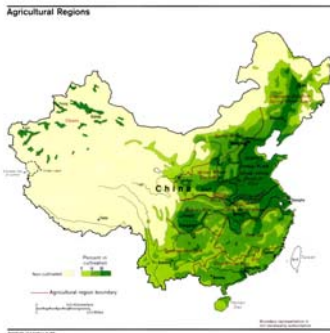
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Sample Illustrations IV: Population Density  
Perry-Castañeda Library Map Collection – Univ. of Texas at Austin (1,306,313,812)



## Sample Illustration V – Arable Land in China

Perry-Castañeda Library Map Collection – Univ. of Texas at Austin



## Sample Illustration VI – Comparisons between United States and China

### China

**Total area:** 9,596,960 sq km **Land:** 9,326,410 sq km  
**Water:** 270,550 sq km  
**Climate:** extremely diverse; tropical in south to subarctic in north  
**Population:** 1,306,313,812 (July 2005 est.)

### United States

**Total area:** 9,631,418 sq km **Land:** 9,161,923 sq km  
**Water:** 469,495 sq km  
**Note:** includes only the 50 states and District of Columbia  
**Climate:** mostly temperate, but tropical in Hawaii and Florida, arctic in Alaska  
**Population:** 295,734,134

### Sample Illustration VII – Basic Greetings – How are you?

Ni hao! (how are you?) or Ni hao ma?  
你好! 你好嗎 (吗)?

Zao (good morning) Zao an  
早 早安

Wan an (good evening)  
晚安

### Example of a revised Chinese Course Outline

- Political History
- Philosophy
- Education
- Language
- Food Culture
- Arts

### Brief Assessment (the goal is to control and retain the attention of a class)

#### ■ More collaboration with faculty

Team Work -- Be flexible and creative with course design

#### ■ Presentation Skills

- \* Need to appear confident and upbeat
- \* Allow enough time to cover information, and not try to cover too much
- \* Stick to one topic per session, covered broadly but efficiently
- \* Alternate between demonstration and hands-on practice

### Brief Assessment II

#### ■ Classroom Management

- \* Active learning format -- Make the learner responsible for retaining information
- \* Prioritize content -- Focus on one topic and expand its content

#### ■ Better communication skills

- Supervised exercises and readings
- More handouts and take-withs
- More guided discussion and review

### Conclusion

#### Outreach and collaboration as major trend and reality of library services

- \* Digital impact on libraries and research
- \* More interdisciplinary work
- \* More cross-institution collaborations
- \* Different forms of outreach
- \* Connect with your environment

Thank you!