

Faculty Report (Summer 2004)

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Proposal title: Establishing Internship and Joint Degree Programs
--between SDSU and Major Universities in Beijing, Shanghai, and
Wuhan (in Educational Technology)

Country/ies visited: P. R. China

Institution visited: Beijing Normal U., Beijing U., Tsing Hua U.,
Shanghai Jiao Tong U.
Beijing Bainianshuren Distance Education Co, LTD

Dates of travel: June 04—July 10, 2004

Number of student participants: 350-400 (Wang); about 100 (Ritchie)

Previous IP proposals submitted and grants awarded
(list titles, countries and dates):
A Proposal for Establishing Student Exchange and Internship Programs
--between SDSU and ZhongNan University of Economics and Law (ZUEL)
P.R. China, Spring 2004

Have all required reports been submitted? Yes.

Other funding for this activity available/applied for: CSU's Wang Faculty Stipend (not awarded)

Proposal Abstract (75 word maximum):

The twofold goals of this project are to: 1) to seek paid, credit-receiving internships for SDSU M.A. students in Educational Technology; 2) to establish a joint certificate program and/or Masters Degree program in Educational Technology.

For the internship program, we envision that SDSU students will team up with Chinese students from the Chinese universities (mainly Beijing Normal and Tsing Hua U.) and work for the major information technology and distance education companies in China such as Bainian ShuRen Distance Education Co., Motorola University, Oracle University, Cisco's e-Learning Solutions, IDC's Learning Services Research, and the training division of AT & T, etc. Because of the costs of tuition, the joint degree program will target the major information technology companies in Beijing and Shanghai.

Travel report:

I. Opening/overview of intentions/activity

With the warm invitation of Beijing Normal U. and Shanghai Jiao Tong U., Wang and Ritchie traveled to China this summer, to explore opportunities for joint programs, internships, and faculty collaboration in teaching and researching.

II. In preparation for the trip abroad

- Contacted all three universities (Beijing Normal, Beijing U., and Shanghai Jiao Tong U.) about our intent of visit; collaboratively generated agendas: presenting, touring, and meeting with students and faculty members.
- Contacted the Office of International programs to obtain SDSU information brochures (Graduate Student Bulletin, information for international students, One Day in SDSU, etc.) that we can share with the host university. Alex Hidalgo also emailed Wang an Exchange Checklist to guide our discussions with the Chinese universities.
- All universities mentioned above are the top schools in China. Beijing U. is comparable with Stanford or Harvard, Shanghai Jiao Tong University is one of the top Science and Technology institutes, and Beijing Normal U is one of the best teacher education institutes.

III. Upon arrival/specific activity

Following is a brief description of our activities in China, some were planned and some were spontaneous. The spontaneity (including topics of presentation and places to visit) and emphasis on building interpersonal relationship are essential in doing business with China. We adhered to our meeting agenda but were open to unplanned activities as well.

Beijing Normal University

Our main contact at Beijing Normal U was Dr. Yu, Shengquan, Associate professor and director of the Modern Technology Institute. Before this trip, Ritchie had some contact with Beijing Normal, exploring the possibilities for a joint degree program. We resumed this effort this summer and had productive meetings with Dr. Yu and two associate deans of the College of Information Science.

The representatives from Beijing Normal (BNU) were very interested in this joint degree idea but hesitant about moving forward, because our common lack of knowledge about student source and market needs. In addition, there will be hurdles to go through in order to get approval from the University and several other government agencies. Therefore, BNU suggested hiring several Chinese students to survey the several targeted companies in Beijing, to find out if there is a need for such a program.

Meantime, we all agreed that establishing joint student internship programs will be more feasible and a good starting point for our exchange. Dr. Yu arranged for us to meet with Bainianshuren Distance Education Co. in Beijing, a growing company specializing in distance education program development and delivery to K-12 schools, industries, and government institutions. The company works closely with Dr. Yu and is very enthusiastic about accepting student interns, especially teamed student interns from both Universities (SDSU and BNU). Currently, we are working with Dr. Yu in generating the details of the program.

In addition, The Modern Technology Institute welcomes faculty visit and collaboration. Minjuan Wang, in fact, started her first visit this summer; she was invited to present to undergraduate, graduate, and teacher training classes on a variety of topics related to technology and education. About 300-400 students and instructors attended her presentations.

Tsinghua University

Dr. Cheng, Jiangan, associate professor and director of Educational Technology Institute.

This was one of the spontaneous activities. Dr. Cheng heard about our visit and warmly invited Ritchie to give a presentation at his Institute. This was indeed a great honor because Tsinghua University is the top Science and Technology Institute in China.

Ritchie talked about our programs, courses, research projects, and interests in exchanging with China. Dr. Cheng later met with Ritchie and Wang for social activities. He is planning to visit SDSU this fall for a short period of time. Meantime, he is interested in accepting student interns at his institute as well. The starting date can be as early as Spring 2005. Dr. Cheng is also interested in working with Wang to translate major books in educational

technology to Chinese. He has invited Wang to visit Tsinghua University in the coming year

Beijing University

Professor Miao, Rong, Dept. of Educational Technology (EDTEC)

Professor Wen, Dongmao, Associate Dean, School of Education,

We met with these professors for about two hours on the Beijing U. campus. Wang initiated the meeting because of her acquaintance with professor Miao. Although the University is famous, the EDTEC department is still growing. It seems that they could use academic assistance from our faculty. Nevertheless, they were less interested in student exchange and did not have the financial abilities to accommodate student interns. We were glad to make contacts with them and will revisit possibilities for student exchange in the future.

Shanghai Jiao Tong University:

Professor Shen, Ruimin, Director of the E-learning lab and Network Institute

Wang met Professor Shen in her March visit to China and had productive meetings (see previous activity report). The E-learning lab is one of the leading distance education research centers in China and has been collaborating with Intel and IBM on various projects. Thus, Professor Shen is open to collaborating with American institutions. Ritchie and Wang met with Professor Shen one afternoon and participated in social activities. It is worth noting that getting acquainted with each other is considered an important step before any business talk. Although we did not hold any formal meetings, Professor Shen has expressed a great deal of interest in accepting student interns.

During her visit, Wang also voluntarily worked with one of the project teams of the E-learning lab to design their learning/course delivery system (similar to Blackboard). The Network Institute in Jiao Tong U. has about 10,000 online students and thus holds ample opportunities for research and development. We plan to further talk with the Lab and the Network Institute about internship opportunities for SDSU students.

Both Dr. Cheng (Tsing Hua U.) and Dr. Yu (Beijing Normal U.) are planning to visit SDSU this Fall. This trip will provide them with opportunities to know us and to further discuss student and faculty exchanges.

IV. Conclusion, recommendation, and next step?

- All these institution are valuable to SDSU for the reasons stated above.
- According to the Chinese “tradition”, a Memo of Understanding (MOU) will be drafted after my visit. The MOU states the specific

areas that we should further explore, mainly internship and collaborative research.

- SDSU's Educational Technology Department provides opportunities for students to conduct internships and work for real clients. Students with flexible schedules will be definitely interested in these exciting work opportunities abroad. In addition, both Beijing and Shanghai are the economic and cultural centers of China. Students who don't mind crowds will enjoy living there.
- Although it is more difficult for Chinese students to come over to SDSU (visa & expenses), it's still likely for corporate-sponsored students to take classes at SDSU campus. On the other hand, all aforementioned institutions will be able to support their faculty members to visit SDSU for short exchanges.
- These exchange and internship programs will expose SDSU students to the growing Chinese economy and distance education. They will be more aware of the differences in teaching philosophy and mode of delivery in distance and online learning. Interacting with Chinese students and the diverse population in these two cities could also be an enriching life experience.
- EDTEC students will be able to receive credits for their internship work in China.
- At this stage, we plan to continue our discussion with the several universities and set up firm agendas for developing the internship programs in Beijing. We'll also continue the discussion about joint certificate and degree programs. Once the programs are established, Wang and Ritchie could teach courses in both SDSU and Beijing/Shanghai for the EDTEC program. They will also be able to supervise student interns once the internship programs are in place.
- There is one academic-cultural difference worth noting. Although there are about 100-150 faculty members in the counterpart departments of some of the universities we visited, we only met two or three representatives from each department and the colleges. As we discovered, because of the large number of faculty members, most don't participate in departmental decision-making. Instead, the deans of the school or college decide major issues for all.