

Rural education promotes rural development

Guided Learning Plan

1. Purpose

There are 3 primary purposes of this course. The first one is to lead the students to establish an adequate understanding of poverty and understand the relationship between education and poverty eradication in rural areas. The second purpose is to introduce the students to the concepts, tools and practice of three international organizations (IIEP-UNESCO, World Bank and OECD) in educational assistance. Thirdly, using the concepts, tools, and experiences of the three organizations in educational assistance, this paper analyzes the practices of China in the past decades, and analyzes the characteristics and advantages of Chinese practices. During the course, students would be able to think and cope with problems with a more comparative and interdisciplinary perspective. Emphasis in the course will be placed on the concepts, tools and practice of three international organizations, and using them to analyze Chinese practices. Table 1 reveals the specific objectives of the course.

Table 1 curriculum objectives

Knowledge and Skills	<p>① Know the change of the proportion of each industry and its working population and understand the profile of rural poor population.</p> <p>② Understand the relationship between education and poverty alleviation, as well as the necessity and importance of educational assistance in combination with relevant theories of education development.</p> <p>③ Understand the educational assistance concepts, tools and practices of IIEP, World Bank and OECD. Extract and purify the reference value of the concepts, tools and practices of IIEP, World Bank and OECD.</p> <p>④ Know the influence and development of structuralism and new structuralism in education.</p> <p>⑤ Combining the concepts, tools and practices of the three major international</p>
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	organizations, analyze China's measures to promote the development of education in backward areas and understands its important value.
Process and method	<p>① Look at educational development from the perspective of comparative education, and develop interdisciplinary, transferable, diversified and comprehensive ability to think and solve problems.</p> <p>② Be able to independently explore related issues through teachers' guidance and teaching.</p> <p>③ Be able to listen to other students and present their own ideas effectively.</p>
Emotional attitudes and values	<p>① Form a new understanding of the current educational development in backward regions around the world, with a sense of social responsibility.</p> <p>② Enhance students' awareness of cooperation and communication, innovation, inquiry and science.</p>

2. Course Learning

2.1 Module 1: Education Promotes Rural Development

2.1.1 Lesson1-2

(1) Objectives

- ① Know the change of the proportion of each industry and its working population and understand the representation of rural poor population.
- ② Understand the relationship between education and poverty alleviation, as well as the necessity and importance of educational assistance in combination with relevant theories of education development.

(2) Learning Important and Difficult Points

① Important Learning Points

- a) Education and pathways out of poverty: in this part, students are expected to understand that human capital is important in eliminate rural poverty though the 3 pathways. Furthermore, they should be able to state the reasons.
- b) How to help: students should know the foreign aid and analyze its problems.

② Difficult Learning Points

It is difficult for students to establish an adequate understanding of poverty in that it requires plenty of time and extensive reading.

(3) Learning Method

In this lesson, students should think critically and finish assignments based on the background of the issue, research questions and objects from the teacher's side.

(4) Learning Process

① Introduction:

As the first module of this course, lesson 1 should identify research objects and throw out research questions firstly, then reveal the current situation of rural development and education. Besides, students should adapt the course characteristics and requirements quickly after the introduction of specific arrangements of the course.

② New Lesson: Education and Pathways out of Poverty & How to Help

Students will understand the key contents along the logical line “Background—Education and pathways out of poverty—How to help” and finish 2 exercises in this module.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

After the lessons, students need to finish 2 exercises in this module. The first one is “Please conduct a data descriptive analysis of the rural industry, rural employment in different countries and regions”. The second one is “What have you learned in these 2 sessions? Using the Mind-Mapping method to outline. Can you profile the rural poor?”.

The number of the downloads and comments, the length of the service time of each student will be parts of the evaluation. As for the exercise, the grade consists of two parts, the first part is decided by the teacher, accounts for 60%; the second part is decided by 3 other anonymous students, accounts for 40%. In addition to the grades, the grade givers should also write down some suggestions for the students.

2.2 Module 2: Concepts, Tools and Experience of International Organizations

2.2.1 Lesson 3: IIEP-UNESCO

(1) Objectives

- ① Know the educational assistance concepts, tools and practices of IIEP.
- ② Extract and purify the reference value of the concepts, tools and practices of IIEP.

(2) Learning Important and Difficult Points

① Important Learning Points

- a) The Mediterranean Model of Educational Planning: students are expected to understand the basic assumption of the educational plan in the Mediterranean model, which states that the manpower demand can forecast the education supply. Besides, students are required to know the quantitative analysis used in the plan and can expound its disadvantages and advantages.
- b) Indicators for educational planning: students should have a capability of abstracting the characteristics of the indicators and think about its deficiency.

② Difficult Learning Points

As the most essential part in this lesson, the Mediterranean model of educational planning's background and characteristics are difficult to master because of its relationships with lots of factors. Therefore, students could seek for help from the teachers and guarantee the understanding of the course.

(3) Learning Method

Students should know the functions of IIEP, the basic information of the Mediterranean model of educational planning and the characteristics of the indicators on the one hand, and explore more on the other hand under the supervision of teachers. Under such circumstance, this lesson will combine discussion with lectures tightly.

(4) Learning Process

① Introduction:

Teachers will give a summary of this module before the formal lecture, which functions the role of contacting the context and introducing the key contents in this module. After that, teachers will give a brief introduction of IIEP, including its background, functions and effects.

② New lesson-- the Mediterranean model of educational planning & the indicators of educational planning

In this part, teachers will deliver lectures of the Mediterranean model of educational planning and the indicators of educational planning, combining more tables and pictures to help students constructing their cognitive network in a more relaxing way. The main content in this part includes the basic assumption and the characteristics of the Mediterranean model of educational planning and an example of indicators.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

After the lesson, a discussion “Discuss the advantages and disadvantages of the Mediterranean model of educational planning with your partners and think about its referential value to us.” will be posted on the Website, students should voice their opinions in a limited time. Teachers and other students can comment on others without limitation.

2.2.2 Lesson 4-6: World Bank

(1) Objectives

- ① Know the educational assistance concepts, tools and practices of World Bank.
- ② Extract and purify the reference value of the concepts, tools and practices of World Bank.

(2) Learning Important and Difficult Points

① Important Learning Points

- a) Structural adjustments and its evolvement: students are expected to master the characteristics and context of structural adjustments in each historical period.
- b) New Structural Economics: students should have a capability of abstracting the characteristics of this theory and use it.

② Difficult Learning Points

It is difficult to understand the specific operation steps of the new structural economics while the application of GIFF tool when the context is in education. Students need to master the logic of this theory, for example the background, development process of the theory, and then think about its pros and cons.

(3) Learning Method

Despite of the difficulty of the course, students should actively participate and understand the content under the guidance of teachers. Students could try to compare the concepts, tools and experience of different organizations. Beside, students need to finish the exercises.

(4) Learning Process

③ Introduction:

Teachers will review the previous lesson regarding the IIEP, analyze its limitations, then introduce the new lesson.

④ New lesson—Structural Adjustments and its evolvement of World Bank, New Structural Economics

Students will learn the structural adjustments and its evolvement of World Bank in each historical period. At the same time, they also need to learn “New Structural Economics” proposed by Professor Li Yifu, pay attention to its development, characteristics, and practical usage. Besides, students need to combine the education development and economic development, explore new possibilities of educational aid, develop interdisciplinary mindset.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

After the lesson, there is an exercise “Find out if there is a similar development path between educational development and economic development in your country, share some examples.”. Students need to upload their assignments in a limited time and check feedback later.

2.2.3 Lesson 7-9: OECD

(1) Objectives

- ① Know the educational assistance concepts, tools and practices of OECD.
- ② Extract and purify the reference value of the concepts, tools and practices of OECD.

(2) Learning Important and Difficult Points

① Important Learning Points

- a) Large-scale institutional scanning method: students are expected to establish a comprehensive understanding of the framework, system scanning and the inductive analysis of this method.
- b) The practice of the large-scale institutional scanning: in this lesson, students will get to know 2 practical cases of the large-scale institutional scanning and have a better command of this part.

② Difficult Learning Points

Issue diagnosis technology is the most difficult learning points in this part because of the complexity and flexibility of the large-scale institutional scanning method. In this case, teachers are required to explain each step of this method clearly and encourage students to think critically.

(3) Learning Method

Students can seek for help from teachers if necessary. They should understand the large-scale institutional scanning method and master its usage. Besides, the lessons in this part will combine more exercises and discussions to ensure that students are following up.

(4) Learning Process

① Introduction:

As the start of the last part of the module 2, lesson 7 plays the role of reviewing and connecting. To illustrate, before the formal lecture, teachers should take a little time to review the concepts, tools and practice of the two international organizations, including summarizing their disadvantages and advantages. After that, teachers can bring about the introduction of OECD naturally.

② New lesson-- The large-scale institutional scanning method & practice

During these 3 lessons, students should understand the basic process of this method, including developing framework, system scanning and inductive analysis. Besides, the practice cases enable students to understand the large-scale institutional scanning method in a more interesting and real way.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

Students need to “Talk about the difference amongst three international organizations (IIEP, world bank and OECD), especially how they unleash the potential of education indicators.” on the Website, and students should voice their opinions in a limited time. Besides, an exercise “Focus one topic (it could be ECEC, teacher policy, finance, access and etc), then conduct a survey regarding your country.” will also be posted, and students should submit their work in time.

The number of downloads and comments, the length of service time of each student will be parts of the evaluation. As for the discussion, teachers and other students can comment on others without limitation. For the exercise, the grade consists of two parts, the first part is decided by the teacher, accounts for 60%; the second part is decided by 3 other anonymous students, accounts for 40%. In addition to grades, the grade givers should also write down some suggestions for the students.

2.3 Module 3: Scrutinize China’s Educational Practice with the concepts, tools and experience from International Organizations

2.3.1 Lesson 10-11: The Iterative Process of International Organizations’ Educational Development

(1) Objectives

① Master the iterative process of international organizations’ educational development

(2) Learning Important and Difficult Points

① Important Learning Points

a) Indicators for education planning: students are expected to master the

evolvments of educational indicators of international organizations, after the comparison of IIEP, World Bank and OECD's educational indicators.

- b) The thinking of educational development: students can think about the iterative process international organizations' educational development, after the analysis the educational indicators.

② Difficult Learning Points

It is difficult to comprehensively analyze iterative process of international organizations' educational development, based on the perspective of educational indicators. Students can actively seek for help from teachers and follow up the learning process.

(3) Learning Method

Students understand different educational indicators under the guidance of teachers, master the evolvments and iterative process of international organizations' educational development. They need to think and explore research questions independently and actively participate the discussion.

(4) Learning Process

① Introduction:

Teachers should take a little time to briefly review and summarize previous module, especially the change of indicators on educational planning from international organizations.

② New lesson—The Iterative Process of International Organizations' Educational Development

Students will understand the iterative process through the context and educational development trend taught by the teachers.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

Students need to "Write a 1000-word reflection essay after the study of educational indicators and iterative process of educational development from the

perspective of international organizations”, then submit their work in time. Students can comment on others essays and communicate with teachers and peers on the Website.

2.3.2 Lesson 12-16: The Iterative Process of China’s Education Development

(1) Objectives

① Master the iterative process of China’s education development

(2) Learning Important and Difficult Points

① Important Learning Points

- a) Measures for China’s educational development: students are expected to learn the creative measures on educational development, especially for poverty alleviation in China.
- b) The iterative process for China’s educational development: students are expected to understand the whole process.

② Difficult Learning Points

It is difficult to identify the historical periods and summarize typical educational measures since there are variety of educational actions taken in China after the reform and opening up. Students can actively seek for help from teachers and follow up the learning process.

(3) Learning Method

Students understand the evolvement and iterative process of China’s educational development under the guidance of teachers. They are expected to think and explore research questions independently and actively participate in the discussion.

(4) Learning Process

① Introduction:

Teachers should take a little time to briefly review and share China’s achievement in poverty alleviation and educational development.

② New lesson—The Iterative Process of China’ Educational Development

Students will understand the iterative process through the cases taught by the teachers.

(5) Assignments and Evaluation

Before the lessons, students are responsible to read the reading materials on the website. After the lessons, they can also read the recommended readings to deepen the understanding.

There is an exercise “Share the trajectory of educational development in your country, try to summarize its iterative process.”, students need to submit their work in time and check their feedback later