Enhancing Global Education in China - A Global Citizen Language Program

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Enhancing Global Education in China:
A Global Citizen Language Program

AMY (WEN) LUO

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Global Education at Home in China

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Student Name: Wen (Amy) Luo
Date: May 25, 2017
April 15, 2017

Inter-Connected Education
Matthew Furnell
Shengli Rd., Shunqing District
Nanchong, Sichuan, 637000

Dear Mr. Furnell,

I would like to take this opportunity to present to Inter-Connected Education (I.C) a program proposal for the Global Citizen Language Program (GCL), a program designed to enhance participants’ English proficiency and intercultural skills, preparing them to be highly competitive in a globalized world. This program is a wonderful opportunity for local students who age from 14 to 18 in Nanchong to receive high quality English education, leadership and cultural competency training.

GCL’s mission is to create an authentic language and culturally sensitive learning environment. Students participating in the program will be able to effectively improve their English skills in listening, speaking, reading and writing, and cultivate a good sense of understanding towards different people and cultures. Students will receive professional training through the four program components: English in Reality, I.C (See) Culture, I.C(See) Leadership, Global Citizen Partner.

GCL represents a valuable opportunity for I.C to embody the concept of developing global citizens through a unique language and culture program in the city of Nanchong. By providing a strong training program for local students to learn the English language and diverse cultures in a more engaging way, what they learn will not be limited only in the classroom but they will be provided with abundant opportunities to apply their learning outside the classroom. Thank you for your consideration, I am excited about this impactful program.

Sincerely yours,

Amy Luo
Executive Summary

Inter-Connected (IC) Education is committed to developing global citizens with high level second language proficiency, who are well prepared and have the courage to pursue their dreams. This is achieved through inspiring creative and open minds, nurturing a sense of understanding and compassion for other people and cultures, while also providing highly competitive language skills and cultural competency training. Acting out of this mission, the Global Citizen Language (GCL) sixteen-session program aims to improve students’ English language proficiency and strengthen their intercultural competency, through an authentic English learning environment, and cultural trainings.

The GCL program will admit 10 to 12 students who age from 14 to 18 and are strongly interested in the English language and global citizenship education. The program spans over four months, one session each week on Saturday, during which time, the students will develop English language skills, global competencies and leadership skills through the following curricular modules: Orientation, English in Reality, I.C (See) Culture, I.C (See) Leadership, Global Citizen Partner, and Closing Conference. The anticipated start date is March 2018.

The program staff will consist of an Academic Director to oversee all instructional and academic processes as well as assist in marketing and recruitment, a Chinese educator and a native English educator to design and deliver this program.

The total cost of the program is $980, which covers all program-related expenses for each student. The funding for this program will come from the program fees.
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Introduction

The proposed Global Citizenship Language (GCL) sixteen-session program aims to improve Chinese students’ English language proficiency and strengthen their intercultural competencies. This is achieved by creating an authentic English learning environment, providing high quality cultural and leadership trainings, while also nurturing ideas of acceptance and understanding.

The GCL program addresses Inter-Connected (I.C) Education’s mission of developing global citizens with high level second language proficiency, as well as being directly in line with their core value of providing quality global education within China at an affordable price and in an accessible way. The primary population that the GCL program intends to work with are those who do not have the financial resources to get international experiences abroad, or are not prepared to make such a decision, and are receiving limited global education at their own institution.

Inter-Connected Education aims to establish itself as a leading global education organization in Nanchong, China by 2020. It intends to achieve this by offering quality, unique and imaginative English language and intercultural training programs that develop students’ characters through learning activities and group projects; cultivate their critical thinking through debate, public speaking and creative writing; and develop their cultural competencies and leadership skills through active workshops and discussions.

The GCL program elements such as, I.C (See) Culture and I.C (See) Leadership are directly in line with Inter-Connected Education’s primary purpose of
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providing English language proficiency while also developing cultural competencies and providing the skills needed to become a Global Citizen. These program elements enable students to engage in interactive workshops and discussion around topics such as culture, identity, leaderships, and how to be a positive member of a global community.

At its core the GCL program ensures that it provides a quality educational experience through the *English in Reality* program component. During this program component there is a heightened focus on language acquisition to ensure that participants are not only developing their cultural competency skills but are also improving their English language proficiency.

The GCL program is also able to provide the unique education experience that Inter-Connected Education is striving to achieve. Through the *Global Citizen Partner* program component, participants are given the opportunity to develop online relationships with students from US and UK high schools. During this time, they will be able to further develop their language skills while also exchange their cultural experiences and ideas, with the hope of developing lasting international friendships. The *Global Citizen Partner* program component is something unique to the GCL program and could help Inter-Connected Education stand out and achieve its desire to become a leading global education organization in Nanchong, China.

**Program Context**
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Globalization has stimulated demand for more streamlined and efficient communication across lingual borders. In the business world, companies that hope to expand multi-nationally in cost-effective ways, have made it a priority for their employees to learn English (Johnson, 2009). Research shows a direct correlation between English skills of a population and the economic performance of the country (McCormick, 2014). English is widely accepted as the international language, a large number of English learners hope that improved English language skills will lead to increased salaries and job marketability.

In the era of globalization, China has become the hub of production, investment, import, and export, which has a profound and momentous impact on its world leading economic power. There is a clear link between China’s globally driven economic boom and the outbreak of "English fever" (Yan, 2015). China’s ever-growing status in international politics has also strengthened cooperation and communication with the rest of the world. Learning English is increasingly important for China as a nation to remain a major global player politically, economically and socially. It has also become a highly desired proficiency for Chinese citizens to engage in white-collar occupations and obtain a higher social status (Neubauer & Zhang, 2015).

For Chinese students, high level English language proficiency is strongly desired as it increases opportunities to enroll in top universities and to gain preference for government scholarships. In many schools and educational institutions throughout China this desired level of quality English language education is not being provided.
Chinese parents and students are increasingly dissatisfied with English language education, the overall test-oriented education system, and its underlying philosophy and quality, therefore, study abroad is considered an alternative to overcome these shortcomings (Stephan & Lang, 2015).

However, study abroad requires students to physically go to another country to receive a quality education. Not everyone has the financial recourses or ability to send their children overseas for a Western education, leading Chinese society to become further divided with only the richest members of society able to access quality education.

The Chinese government is trying to address this by providing diversity in educational programs and establishing world-class educational institutions (Stephan & Lang, 2015). Unfortunately, it appears that only Chinese private secondary education institutions are meeting these standards, creating a similar problem, that only families with enough wealth to afford a private education are able to access a quality education (Mazumdar, 2015).

By 2020, China will introduce the National English Proficiency Test, a system that will unify the varying standards and targets of English language testing across the country into one that is “scientific, systematic and selective” (Wang, 2016: 1). China does not have a national standardized testing system for all school subjects including English language learning, all 34 provincial-level administrative units have their own independent testing procedures. The proposed English proficiency scale defines
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competencies in listening, speaking, reading and writing, and it also includes a pragmatic competence scale, which encourages Chinese students to develop practical language skills, cross-cultural awareness and communication skills (Wang, 2016). The new test also plays a really important role to help upgrade China’s English curriculum and raise students’ awareness of what English and cultural skills they should obtain. Learning English is seen as a tool to internationalize China’s education system, cultivate students’ global competencies and contribute to its economic development.
Theoretical Foundations

The acceleration of globalization creates a renewed reason for global education, with the aim of preparing students to better understand this ongoing process and function in an increasingly globalized world (Reimers et. al, 2016). Globalization is making all of us increasingly global citizens, which requires us and future generations to be competent in understanding, communicating with, relating to, and working with people from different ethnic, political, socio-economic and religious backgrounds in a highly interdependent world (Sobania et. al, 2009). Extensive studies have demonstrated that study abroad can be beneficial in helping students to build intercultural competence and maturity (Braskamp et.al. 2009); to develop appreciation for global issues and intercultural awareness (Douglas & Jones-Rikkers, 2001); and have growth in intercultural communication skills (Langley & Breese, 2005). Rexeisen et. al. (2008) found that study abroad has a positive impact on students’ intercultural development, however, also found the benefits to only have a short-term effect and not necessarily be long-lasting. One of the purposes of study-abroad programs is to provide an immersive language learning environment, however, Wilkinson (1998) found that increased non-classroom interactions do not always result in significant language improvement or in having a deeper understanding of culture.
Study abroad should not be viewed as the only way for students to be globally educated and gain core cultural competencies. Sobania et. al. (2009) supported this by challenging the idea that only an international experience abroad can assist students to live effectively with different cultures, politics and economies etc. If we want our students to have experiences that can open their minds, hearts, allow them to embrace difference, and develop key cultural competencies, a study abroad program may not be the only option, but a well-designed social conscious domestic global education program could have a similar impact.

Soria and Troisi (2013) suggested Internationalization at Home could be an alternative approach to study abroad. In 1998, the idea of Internationalization at Home (IaH) was introduced by Nilsson (2003) at Malmö University in Sweden, which was responding to a growing immigrant population as a way to encourage intercultural learning between international and domestic students. The culturally diverse student populations were the primary catalyst. IaH, in the US, is known as “internationalizing the campus”, which goes beyond the narrow confine of a formal education and incorporates international resources now abundantly available in the local communities, and directly addresses one important aspect of international education that decades of focusing on student mobility did not (Mestenhauser, 2003).

Agnew and Kahn (2014) built upon this idea claiming that if done correctly IaH can promote intercultural, international and global learning and enhance students’ competencies in these three areas. It is not difficult to draw a conclusion that both
study abroad and IaH aim to promote students’ development of intercultural competencies to thrive in an increasingly interconnected world.

Deardorff (2006) found substantial overlap among scholars and international education administrators in conceptualizing intercultural competence and divided those findings into two stages: individual and interaction. The first stage contains a set of attitudes:

- Respect for or valuing other cultures,
- Openness without judgment to intercultural learning and to people from different cultures,
- A curiosity for discovery,
- Tolerance of ambiguity during exploration,
- Cultural self-awareness,
- A deep understanding of culture and its impact on varying worldviews,
- Cultural-specific information,
- Sociolinguistic awareness,
- Ability to listen, observe, interpret, analyze,
- Evaluate and relate one’s knowledge gained in one setting to circumstances in a new setting (Deardorff, 2006).

The second stage consists of two elements: internal outcomes and external outcomes. Internal outcomes include:

- The development of adaptability to different communication styles,
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- Behaviors or new cultural environments, both cognitive and emotional flexibility,
- An increased sense of empathy towards cultural differences (Deardorff, 2006).

Therefore, the desired external outcomes of developing intercultural competencies are to enable students to behave appropriately and communicate effectively through one’s intercultural knowledge, skills and attitudes. The development of these knowledge, skills and attitudes is at the core of what the Global Citizen Language aims to bring to the students.

The program design will follow Kolb’s (1984) experiential four-stage learning cycle: 1). Concrete Experience (feeling): learners actively experience an activity, followed by 2). Reflective Observation(watching): learners consciously reflect back on that experience, followed by 3). Abstract Conceptualization(thinking): leaners attempt to conceptualize a theory or model of what is observed, followed by 4). Active Experimentation(doing): learners try to plan how to test a model or theory or plan for a forthcoming experience.
**Figure 1: Kolb’s Experiential Learning Cycle**

Effective learning is seen when learners progress through a cycle of all four of them, therefore, the setting of four program components will be guaranteed to provide concrete educational experience by doing activities and hands-on projects, then there will be guided group discussion and reflection to help them reflect on and conceptualize the learning. Holistically, students will be evaluated by giving a presentation on what they have learned from each program component and how they hope to demonstrate what they have learned through their own actions in real life.

In this rapidly changing world, educators must be aware the importance to prepare young people to invent the future and help them develop competencies that will empower them to become architects of their own lives and contributing members of their own communities. *A World Course - Empowering Global Citizens* (Reimers et. al, 2016) presents a curriculum on global citizenship education designed to equip students with competencies they need in an era of globalization. The goal of this course is to make this curriculum widely available to educators around the world in the hope that they will use it in a way that they find appropriate as they seek to support their students in becoming global citizens.

During the designing process of the program components: I.C (See) Leadership and I.C (See) Education, two educators first need to identify a topic for each session. Then the educators will follow *The World Course’s* intentional pattern to set goals and objectives, outlining what they want the students to **Learn** during a session, how they
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hope to **Inspire** the students, and how they want the students to **Act** in a way that demonstrates what they have learned. Educational activities will be pre-determined to ensure that each session will achieve Kolb’s experiential learning cycle, the activities may include: discussions, dialogues, interactive workshops, role-plays, and guided reflection to name a few.

One of the core principles of the GCL program is to provide an authentic and rich English language environment so that students can maximize the use of the language and build the confidence to engage in real life interactions. An authentic language environment is one which allows students to gain the skills necessary to confidently interact in a foreign language environment (Taylor 1994). These skills include listening, speaking, reading and writing and are achieved through an authenticity of language, task and situation. Breen (1985) understands an authentic language environment to use real life resources such as actual speeches, or interviews as learning tools rather than specifically created educational materials.

The design will address the existing issues of education inequity, low quality English language classes and the lack of global elements. This will be achieved by: providing a global education program for English language and cultural learning as co- and extra- curriculum with their school curriculum to improve students’ global competencies and internationalize their educational experiences before they enter college; and partnering with overseas institutions to support and strengthen students’ global learning.
Program Goals and Objectives

Through the Global Citizen Language program (GCL), I.C Education focuses on creating an international and cultural learning environment and experiences for our learners through various lenses.

Program Goals:

- Establish a team with dedicated program designers and educators to create and implement an international curriculum that includes English learning, intercultural training, and leadership training;
- Provide high quality ESL education for students age from 14 to 18 in Nanchong;
- Provide well-designed intercultural and leadership training in a global context;
- Develop an appreciation of cultural diversity in the local community;

Program Objectives:

- Educators will create an authentic language environment in which students can frequently apply the four language skills they learn;
- Educators will develop an innovative and experiential curriculum that aligns with their English learning on campus to personalize student learning and support their different learning styles.
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• Educators will cultivate learners’ global competencies in open-mindedness towards cultural differences and its impact on varying worldviews, improve their intercultural communication skills, and increase cultural self-awareness;

• Pair the students up with their global partners throughout the program to learn about different cultures, backgrounds, and lifestyle etc., as well as cultures of their own;

• Educators will incorporate workshops focused on leadership and cultural diversity in English lessons;

• Educators will guide students design creative projects independently and cooperatively with the support of technology, culminating in a portfolio and closing presentation;

• GCL will hold cultural sessions that welcome people from the local community to learn about different cultures and share their own perspectives, and English conversation groups that are open to public for people to practice their English skills.
Participant Goals and Objectives

GLC program students will develop knowledge, skills, and awareness (KSAs) through a curriculum focused on the nexus between English language and diverse culture (being a global citizen). Following the Verb Wheel based on Bloom’s (1956) Taxonomy of Learning (please see Appendix A) the students will cultivate the KSAs.

Participant Goals:

- English Language Knowledge: Students will be able to create the final portfolio with quality and give the final presentation based on it with language accuracy and confidence;
- Cross-Cultural knowledge: Students will be able to explain and discuss the various cultural understandings and practices that influence students’ knowledge bases, identity and self-confidence;
- Leadership Skills: Students will be able to articulate and apply their leadership style through planned activities and projects;
- Intercultural Communication Skills: Students will be able to communicate effectively and appropriately with people from other cultures;
- Cross-Cultural Awareness: Students will be able to observe, discuss, and reflect upon their experiences.

Participant Objectives:

- Students will complete an intensive 16-session English language training that meets once a week from 8:00am to 9:30am,
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- Students will complete seven workshops of I.C (See) Leadership that meets from 9:50am-11:10am every other week,

- Students will complete seven workshops of I.C (See) Culture that meets from 9:50am-11:10am every alternative week,

- Students will actively keep in contact with their global citizen partners by email and Skype about one to two topics outside class each week and share their learning within the G.C.P section from 11:20am to 12:00pm,

- Students will attend a four-hour Portfolio Conference to present their final portfolio that they create throughout the GCL program.
Needs Assessment

For a needs assessment for the GLC program, Stufflebeam’s (2003) Context, Input, Process, and Product model (CIPP) was chosen as it echoes the iterative nature of this design exercise and gives the program staff the opportunity to continually adjust over time.

Context Evaluation

Internationalization at home can be realized through curriculum and co-curriculum design, and delivery, partnerships, student and faculty exchanges etc., but it requires well-trained educators to support the whole process and only institutions with affluent resources are able to provide their students with this experience. Schools in first and second tier cities in China have been able to take advantage of the high quality teachers who can design curriculum with global education elements and successfully implement the courses. However, in smaller cities there are less skilled teachers with little or no international and cultural experiences to create and implement a globalized curriculum.

China has the most English learners in the world, which is a major contributor to the establishment of countless English training schools. China adopted the open-door policy in 1978 to rejuvenate its economy by strengthening cooperation as well as exchange between China and foreign countries in business, technology, education, and culture etc. Therefore, the government started paying more attention to English learning and made it a required language in its national curriculum and education
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system. However, English teaching in China has been facing two major issues: 1). There are limited educational resources and facilities as well as a lack of qualified English teachers in less economically developed cities; and 2). Classrooms are often overpopulated, with 60 or more students in one class. In some smaller cities or rural areas, the size can exceed 100 in one class, which makes it very difficult to focus on each individual, do activities and have an effective learning environment (Liu, 2009). Almost every training school only provides training for different tests such as TOEFL, IELTS, SAT, GRE etc., the nature of those courses is monotonous repetition for both students and teachers. Yet the quality is inadequate. The fast growing economy and China’s international credentials have attracted more and more multinational corporations to establish their bases in China, and more international students study abroad in China. This means the international communities are expanding, leaving a gap for connecting with global citizenship education and providing better English language programs at the same time.

Currently, there are 60 million Chinese high school students who are learning English, however the lack of effective language environments limits students’ opportunities to practice their English and have meaningful exposure to the language in general. A former Chinese Deputy Prime Minister commented on the shortcomings of this process, stating that “English teaching and learning in China is very time-consuming and money-burning with low efficiency” (Liu, 2014, p. 8) resulting in Chinese students’ overall English language proficiency being of a low quality. For
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more information on the specific questions addressed in our context evaluation, please see Appendix B.

**Input Evaluation**

The input evaluation focuses on how the GCL program was planned and organized in order to ensure its success. Some factors considered were:

- **Human Resources:** This program requires qualified educators who have a comprehensive understanding of experiential education, global citizenship and intercultural skills. They should also be experienced in teaching English as a second language;

- **Marketing and Recruitment:** Student enrollment decides the quality, access of the program and the sustainability as an independent organization, because the execution of GCL will depend on the program fees;

- **Program Elements:** This program aims to provide knowledge, skills and awareness in English language, intercultural skills, and global competencies. How to deliver these things, monitor the process and assess students’ improvement help with the curriculum design in order to reach the desired outcome.

For specifics on input evaluation considerations, please see Appendix C.

**Process Evaluation**

The process evaluation monitors whether the GLC program is being done properly and provides continuous check on the program. For specifics on process
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evaluation considerations, please see Appendix D.

**Product Evaluation**

The product evaluation identifies and assess both intended and unintended program outcomes. For specifics on product evaluation considerations, please see Appendix E.
Program Curriculum

The curriculum is designed to fit the needs of local middle and high school students who are aged between 14 and 18, and are interested in English language learning as well as global citizenship education. The program contains 16 sessions that happen once every week over a 4-month period, with each session lasting 4 hours. The most notable aspect of this program is students’ English and international learning is conducted through active, practical and project-based activities, so that students will receive participatory and hands-on experience, which will be supplemented by the overseas resources GCL is able to connect and provide. The GCL program is composed of Orientation, English in Reality, I.C (See) Leadership, I.C(See) Culture, Global Citizen Partner and Portfolio Conference.

The instructional process will be founded in experiential and active learning principles that help to achieve the objectives of GCL and the desired KSAs. As previously mentioned, the curriculum is designed to follow Kolb’s (1984) experiential learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

- Orientation: A four-hour intensive session focused on developing a safe, active and engaging learning environment, and understanding program goals and objectives. Activities will include: icebreakers, team building, foundation setting, discussions, a letter to future self that they will revisit at the end of the program, and norm setting that can remind them throughout the program.
Orientation is intended to help develop attitudes toward language learning and cross-cultural understanding.

- English in Reality: The two educators incorporate leadership, culture and community into their lesson plans in order to connect both English learning and global citizenship education. Educators’ lesson plans will be reviewed by the academic director to ensure its sequencing and quality. Students will also be put into an English only language environment with resources such as audio, video, text, real life conversations, and various scenes and scenarios to practice what they have learned in order to create an authenticity of language, task and situation. The sample lesson plan is outlined below:

### English in Reality Component Sample

<table>
<thead>
<tr>
<th>General Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor: Educators</td>
</tr>
<tr>
<td>Number of Students: 10-12</td>
</tr>
<tr>
<td>Topic: Present Perfect Verb Tense (Writing and Speaking)</td>
</tr>
<tr>
<td>Time: 60 minutes</td>
</tr>
</tbody>
</table>

#### Objectives
At the end of the lesson, students should be able to:

- **General**
  1. start understanding the form, meaning and use of the present perfect tense
  2. make distinctions between the present perfect and the simple past and present tenses
  3. use appropriate adverbs (ever, for, since, never etc.) (last night, yesterday, in 2000, etc.) together with the present perfect tense and simple past tense when forming questions and making statements.
  4. Have the language necessary to fully engage in the following leadership workshop.
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Specific
Language form: Present perfect tense
- Has / Have + Past Participle (e.g. “done” / “has / have done)

Student activities:
Speaking & Writing
1. Making statements, writing and asking questions in the present perfect about students’ experiences of the local community
2. Have you ever…? (traveled to a different county? / Been a captain of a sports team? / volunteered in your community?) Mingle: Semi-structured activity for interviewing classmates
3. Additional activities (if time): Two Truths and a Wish
   • For homework: students can write a story about their experiences of being a leader to continue practicing using the present perfect verb tense.

Materials / Teacher Aids
Lesson Plan, magnets / tape, posters, playing cards, white board makers, handouts, dice, and chocolate

- I.C (See) Leadership: Students will be given a leadership workshop every other week to cover topics such as: What it means to be a leader, leadership styles, leadership skills, how to be a leader in a multi-cultural team, and what it means to be effective leaders etc. It happens every other week. In each workshop, students will first engage in interactive leadership activities, they will then have a discussion and reflect on the experience and try to conceptualize the ideas into their own lives. In their final presentation, they should talk about what they have learned and how they want to demonstrate what they have learned through their own actions. During the program
students will be assigned leadership roles to practice their own leadership. The component overview is outlined below, for a more detailed breakdown of each session please see Appendix F.

**I.C (See) Leadership Program Component Outline**

**Description**
This component of the GCL program will guide students through a 7-semester workshop, which helps them understand leadership and its related elements in a local, national and global context, as well as aids them in developing pragmatic ways of addressing leadership, teamwork and individual working styles in a multicultural team.

It starts by developing an understanding of leadership and teamwork, building both theoretical foundations as well as providing practical tools for participants to actively engage in group activities and in real life. Following this, it focuses on creativity and problem solving to encourage students to think outside of the box when a conflict arises in a team. It then stresses the importance of effective communication skills and constructive feedback. After this it moves on to conflict management so that students can understand the resolution styles and practice with the skills discussed in the previous 2 sessions. Our students are expected to work in a multicultural setting in and outside the program, they will be provided with knowledge and skills to function in such settings. This training ends with goal setting and self-development with the participants reflecting on their leadership workshop experiences, what they have learned and setting leadership and teamwork goals for the future.

**Overview of Sessions**

1) Understanding Leadership, Ethics and Values
2) Team Building, Teamwork and Group Dynamics
3) Creativity and Problem Solving
4) Communication Skills and Feedback
5) Conflict Management
6) Multicultural Team
7) Goal Setting, Self-esteem and Self Development

**I.C (See) Culture:** This aims to help students develop a better understanding of their own culture, backgrounds and identities, cultures that are new and
different from their own, and how they shape each individual. Students will explore their own social identities and develop an understanding of how culture relates to their own and others’ identities. It happens every alternative week. The setting of each workshop has the same purpose and pattern as I.C(See) Leadership for students to go through the experiential learning cycle and solidify their learning. This program component is closely linked to the Global Citizen Partner component because they will have meaningful interactions with their global partners based on some of the topics discussed in this component. The component overview is outlined below, for a specific

I.C (See) Culture Program Component Outline

Description
This component of the GCL program will guide students through a 7-serie workshop, which helps them understand culture and its related elements in a local, national and global context, as well as aids them in developing pragmatic ways of communicating through cultural differences and appreciating diversity.

This starts by introducing world cultures and diversity to the students, helping them have a better and deeper understanding and respect for different cultures and customs. Following this, students will be exposed to cultural and social identities that they may or may not be familiar with, they will begin to break down prejudice and stereotypes and understand how these complex identities shape who people are. Next, students will learn how to communicate across cultures and begin to develop the confidence needed to engage in such interactions. Then students will explore the interconnected relationship between local, national and global culture. Following this, they will further deepen their understanding of cultural difference and develop an appreciation and respect for such differences. After this, students will delve into discussions around culture and its impact on various conflicts around the globe. Finally, students will come together in a celebration of cultural diversity, and discuss the ways which they can work collaboratively to address the prejudices and stereotypes that exist within their community.

breakdown of the first three sessions in Appendix G.
Global Citizen Partner: Every student will be partnered with a similar age student from schools either in the US or the UK. Email and Skype will be the main platforms for them to learn from each other, conduct interviews, explore cultural similarities and differences, enhance their four language skills and increase their intercultural understanding. Topics at the beginning of the program will be provided by the educators, and then the students will be invited to generate topics that they want to talk about with their partners in class. There will be time allowed for the whole class to share their learning in each session.

Portfolio Conference: Students will take part in a program closing conference. Each student will share and present the project, *I am a global citizen*, based on their language and culture learning experience, understanding of being a global citizen and a leader. Portfolio can be done in but not limited to forms such as making a website, collage, storybook, performance art, and illustration book. Evaluation elements include: English improvement, public speaking
skills, creativity, critical thinking, and understanding toward being a global citizen.

- Sequencing: The GCL program components are intentionally organized to ensure that the experiential learning that supports students’ developmental progression throughout their 64-hour study. Before program officially starts, orientation content and activities are designed to build the program foundation, make sure students understand the program goals and objectives, as well as goals as participants. It also aims to build a cooperative and engaging learning community. The program foundation and learning community will be built on during I.C(See) Leadership, skill and knowledge bases will be developed during English in Reality, Global Citizen Partner. These program components culminate in a four-hour long conference, which will serve as an indicator of the learned KSAs addressed throughout the program. For a full sequencing chart, please see Appendix H.

- Instructional Resources: Instructional resources include the settings of the GCL program and the instructional materials that will be used to facilitate both language learning and global citizenship education experience. Settings for the program include the location (Taihe Business Center) and IC Education facilities: multimedia classrooms, study lounge, educators’ office, coffee and tearoom.
Global Education at Home in China

Staffing Plan

GCL will employ qualified educators to design, deliver, monitor and evaluate the program. Although the two educators will be dealing with the bulk of program designing and delivering, the academic director of I.C Education will provide professional training, supervise the process and act as a coordinator and offer help when necessary. The educators report directly to the academic director.

Considering the multiple layers of this program, two positions, a Chinese national educator, a native English GCL language and culture educator will be created. They work as a team to support, learn from each other and present the best program possible. Both educators must possess an excellent understanding of teaching English as a second language and global citizenship education, and be invested in the intersection of language and culture. To see the completed job descriptions, please see Appendix I.
Global Education at Home in China

**Marketing**

Chinese parents see English learning as one of the most worthwhile investments for their children and they are constantly seeking premium organizations to make sure their next generation gets quality education, which aligns with I.C’s mission and core values as an organization.

The selling point of GCL explains itself that it aims to improve students’ language skills through well-designed course components with global citizenship elements added on top of that, which differentiates itself from any other common English training programs in the market. GCL also emphasizes the importance of providing our students with an international platform and opportunities to thrive.

Along with GCL’s recruitment plan detailed below, the following marketing will be used:

- I.C’s official website, instantly update the program progress and other related information,

- WeChat, it is the most popular social app that has most users in China. A GCL public account will be created to post articles, event announcement, etc. on a daily basis,

- Sina Microblog, which is similar to twitter, will act as a supplemental tool to WeChat,

- Nuomi Groupon, this is a massive online group-buy website that allows students to purchase an hour trial session at a low price,
Global Education at Home in China

- Meipai Vblog: Program related videos will be recorded to show GCL’s learning environment, program in process, educator’s words, student update, and parents sharing,

- Electric Brochures: Brochures addressing the unique experience and high quality course will be posted and forwarded on our social media platforms. Brochures will feature program content, admissions requirement, scholarship opportunity, see Appendix J.

- Promotional items with I.C’s logo and GCL program information on them. Items will include: pen, water bottle, notebook, memory stick, backpack, and stickers.

Establishing partnership locally and internationally to help advertise the program is also crucial. GCL aims to partner with a US independent high school: Burr and Burton Academy and Scared Heart Language College in the UK to better help launch the Global Citizen Partner program.
Global Education at Home in China

Recruitment

This program is specifically designed for teenagers age from 14 to 18. The aim is to attract a group of students who show strong interest in English language learning and global citizenship. Therefore, we will recruit our participants through the following approaches:

- Begin posting on Wechat and Microblog from July 2017 through May 2018 on I.C’s public account.
- Begin sending brochures by September 2017 through January 2018 to:
  - I.C Partner Schools: I.C has partnerships with local middle and high schools. We will send information about the program to the English teachers,
  - GCL will go to local schools to give presentation about this program to attract students.
- New Partnerships: Developed with potential stakeholders who are interested in GCL, but lack of access to programs such as this one.
Admission Requirements

Prospective students can apply for this program between January 1st, 2018 to June 30th, 2018. In order to be qualified for acceptance into this program: students should age from 14 to 18, they will need to have a pre-program interview for IC staff to determine their English and cultural competency level. The Academic Director will head the admissions committee, consisting both program educators. The committee will place students into corresponding class level based on the discussion of their interview performance.

IC will offer two scholarship positions for students who demonstrate extraordinary English abilities, are self-motivated learners, eager to develop their cultural competency skills, and come from a less privileged background. Students who apply for the two positions will go through the interview process and submit the statement of interest on why they want to participate in this program.
Global Education at Home in China

Logistics

GCL is a day program which does not involve any boarding elements. Students will attend the session once every week on Saturday from 8:00am to 12:00pm at I.C’s center. Lunch will not be provided apart from the Closing Conference celebration. Therefore, the key components to consider are academic support, transportation, and communications.

Academic Support

Students will come to this program with a strong interest to learn and natural curiosity to explore, IC will provide academic support to maximize students’ learning and ensure the program’s success as follows:

• After Session Support: When each session finishes, if the students need some extra help, both educators will be accessible to them,
• IC Library: Students can utilize the library after session to do group project, study, and read books. During orientation, the academic director will introduce what resources are available and how they can use these resources.

Transportation

Students who live close by can walk to IC, others can take public transportation to IC. There is also a big parking space downstairs for parents to drop off and pick up their children.

Communications

• Social Platforms: Official program-specific announcements will be made
through IC’s official website, Wechat and Sina Microblog public account. Parents and students will be provided the account information at orientation, they should follow us on at least one of them.

- Session Report: Both program educators will write a detailed report for every student after each session and send it to the parents to inform them of the students’ progress and performance in class and how parents can assist their learning at home.

- Program Communication: Parents can directly contact IC’s office or the academic director to have a conversation about their children’s study at IC.
Global Education at Home in China

Health & Safety

Health Plan

GCL is an in-country program and it does not involve staying overnight, group traveling or outdoor activities. Students attend the session and go back home. I.C will have a café that provides drinks and snacks, prior to the program, it is required that the students fill out the personal health form for I.C to know whether they are allergic to anything. Serious medical or mental health concerns will determine whether the student is fit to attend the program.

Safety & Security Plan

During orientation, students will receive fire safety and earthquake training by IC staff. Parents will be informed at the first place if the student does not arrive on time or at all.
Global Education at Home in China

Crisis Management Plan

In case of an emergency, the crisis management team will decide what course of action to take depending on the incident. The crisis management team consists of the Founders of I.C, the Academic Director, 2 Program Educators. There is a three-tier system which ranks the level of an emergency and the process for responding to it. Each level is assigned a color: Red, Yellow, and Green. These colors categorize the severity of the incident and map out the necessary course of action. The Academic Director will conduct a workshop during orientation to familiarize students and parents on potential crises and outline action plans to respond to different situations. Despite of the emergency level, parents will be contacted and informed. IC needs one main number and an alternative number to be able to do so.

**Level Green** (lowest level): Emergencies categorize in the green level might include: common illness, minor injuries, clinical visits, etc., but none of the incidents will be life threatening. One of the educators is responsible for writing a report for the program log that is accessible for other staff members and informing the parents.

**Level Yellow** (medium level): Emergencies categorize in the green level might include the following: a minor environmental hazard, hospitalization, accidents involving a motorized vehicle, theft or crime that has to involve the police, mental or emotional issues, and any violation of the terms of participation for the GCL program. The situations can be serious but not necessarily severe. Parents should be contacted, meanwhile 2 Educators and Academic Director should have a conversation about the
status and then determine the next steps which may include calling the founder or transporting them to medical facilities.

**Level Red** (highest level): requires immediate attention and/or medical assistance. Level Red encompasses serious medical injuries, natural disasters and other major security threats. In the case of medical emergency, 2 Educators and the Academic Director should call parents immediately and inform them of the emergency, the location of the affected student and any follow-up information needed. Program staff will immediately call for medical assistance and affected students will be brought to the proper medical facilities. After medical help has been called, the staff member will immediately implement the IC phone tree. Please see *Appendix K.*
The program will implement both formative and summative evaluation to assess student learning and for future program quality improvement. Evaluation methods will vary depending on the program components, goals and objects, and will include, but are not limited to, observation, surveys, interviews, portfolios, and the completion of the projects.

**Formative Evaluation**

Formative evaluation will take place throughout the program to ensure that planned activities are achieving the desired effects. The 2 educators will be responsible for the language portion of GCL, the Academic Director will be responsible for designing survey questions for intercultural competency and leadership portion of GCL. Some examples of formative evaluation methods found in the various program modules are:

- *English in Reality*: Students will learn English in an authentic environment and present by the end of the program. The educators will evaluate their performance and engagement, and provide suggestions for consideration and improvement;

- *Global Citizen Partner*: Students will communicate with their global citizen partner once every week and verbally share their learning related to English language and culture to fellow students;

- *IC(See) Leadership*: Students will learn and demonstrate skills in their
assigned roles. The Academic Director will evaluate and provide feedback for improvement.

To see a complete list of formative evaluation methods, please see Appendix L.

**Summative Evaluation**

The summative program evaluations will be conducted for both language and cultural competency areas of the program. For the language portion, much of the program impact will be measured through classroom participation, presentation, portfolio and related projects. Evaluations are created to directly correspond with participant goals as outlined above. Students will demonstrate their English proficiency and inter-cultural competencies in three ways:

- Write an essay with assigned topic and communicate with their partners in decent English, which entails accent, grammar, vocabulary, sentence structure,
- Have a final interview with the educators to see their general improvement compared to their pre-program interview.
- Students will articulate newly-gained language knowledge and skills, cultural understanding and attitudes through the development of the final portfolio.

This portfolio will be built upon throughout the 16-session program and students should present it with good preparation and confidence.

To see a complete list of formative evaluation methods, please see Appendix M.
Global Education at Home in China

Funding

The GCL program is going to admit 12 students and will be funded by the program fees only from 10 students, equating a total of $9,800. 2 of the students will be admitted to the program free of charge.
### Proposed Budget

#### GCL Proposed Budget
- **Participants:** 12
- **Duration:** 16 Sessions

### Pre-Program Budget

<table>
<thead>
<tr>
<th>Pre-Program Budget</th>
<th>COST / UNIT</th>
<th>UNITS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Marketing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Materials</td>
<td>$20 / Program</td>
<td>1</td>
<td>$20</td>
</tr>
<tr>
<td>b. Advertisements</td>
<td>$20 / Program</td>
<td>1</td>
<td>$20</td>
</tr>
<tr>
<td><strong>II. Recruitment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Materials</td>
<td>$200 / Program</td>
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<td>$135</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>$175</td>
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</tbody>
</table>

### Program Budget

<table>
<thead>
<tr>
<th>Program Budget</th>
<th>COST / UNIT</th>
<th>UNITS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. LABOR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Chinese Educator</td>
<td>$1,500 / Program</td>
<td>1</td>
<td>$1,500</td>
</tr>
<tr>
<td>b. Foreign Educator</td>
<td>$1,500 / Program</td>
<td>1</td>
<td>$1,500</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>$3,000</td>
</tr>
<tr>
<td><strong>II. DIRECT COST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Communications</td>
<td>$20 / Person</td>
<td>2</td>
<td>$40</td>
</tr>
<tr>
<td>b. Office Supplies</td>
<td>$33 / Program</td>
<td>1</td>
<td>$33</td>
</tr>
<tr>
<td>c. Networking Services</td>
<td>$100 / Program</td>
<td>1</td>
<td>$100</td>
</tr>
<tr>
<td>d. Education Supplies</td>
<td>$20 / Program</td>
<td>1</td>
<td>$20</td>
</tr>
<tr>
<td>e. Session Refreshments</td>
<td>$15 / Session</td>
<td>16</td>
<td>$240</td>
</tr>
<tr>
<td>f. Learning Materials</td>
<td>$20 / Program</td>
<td>1</td>
<td>$20</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>$453</td>
</tr>
<tr>
<td><strong>III. INDIRECT COST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. F&amp;A Percentage %</td>
<td>$15 / Session</td>
<td>16</td>
<td>$240</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>$240</td>
</tr>
</tbody>
</table>

**Total Program Costs**
- **Total** $3,868
Budget Notes

Pre-Program Budget

I. Marketing

a. Brochures will be printed off for potential students to take.

b. GCL will mainly advertise on social media, some of them charge membership fee.

II. Recruitment

a. Promotional materials will be ordered to distribute to sending institutions

Program Budget

I. Labor

A. Salaries: GLC will need to contract one Chinese educator and a foreign educator to design and implement this program together.

II. Direct Cost:

a. Communications: Both educators will be communicating with parents regularly, the phone bills will be covered by the program.

b. Office Supplies: Typical office materials needed for both educators to design and deliver the program. Post-its, markers, big white paper, A4 paper, tapes, scissors, staplers, whiteboard magnets.
c. Networking Services: To partner with local secondary schools and schools in the US and UK.

d. Education Supplies: Educator’s notes and handouts for students.

e. Session Refreshments: During break, snacks and drinks will be provided.

f. Learning Materials: Note pads, pens,

III. Indirect Cost:

a. Facilities and administration costs based on I.C percentages.

Please see Appendix K for detailed budget.
References


Global Education at Home in China


Appendices
In 1956, Benjamin Bloom collaborated with Max Englehart, Edward Furst, Walter Hill and David Krathwohl publish a framework that categorizes education goals, which is known as Bloom’s Taxonomy. This framework has been applied by K-12 teachers and college instructions in their teaching.

This frame work consists six major categories. Here are the authors’ brief explanations of these main categories in from the appendix of *Taxonomy of Educational Objectives* (*Handbook One*, pp. 201-207):

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”

- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”

- **Application** refers to the “use of abstractions in particular and concrete situations.”

- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”

- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”

- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”
## Appendix B: Context Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there any similar programs in Nanchong (NC) or Sichuan province?</td>
<td>Research online</td>
<td>Some leading organizations are aware of global citizenship education and have addressed its importance. But there is not much being done in the province, let alone in NC.</td>
<td>IC, potential students, parents,</td>
</tr>
<tr>
<td>What curriculum do English training schools use in NC?</td>
<td>Research online</td>
<td>Textbooks from local schools, no well-established curriculum</td>
<td>IC, potential students, parents, teachers,</td>
</tr>
<tr>
<td>What can be done for IC to stand out as an organization?</td>
<td>Study existing training schools in NC and Chengdu</td>
<td>International staff team, curriculum, vision, learning environment, opportunities</td>
<td>IC, students, parents, teachers,</td>
</tr>
<tr>
<td>What are IC Education’s goals for its pilot program?</td>
<td>Discuss with the IC founders, program designers</td>
<td>Address the importance of being a global citizen, increase the awareness of intercultural competence, teach English language in a more advanced and practical way</td>
<td>IC, designers, educators, potential students, parents,</td>
</tr>
<tr>
<td>What are some potential challenges to pilot the program?</td>
<td>Discuss with IC staff, potential students’ parents, research online</td>
<td>Hire qualified educators, student-parent buy in,</td>
<td>IC, potential students, parents,</td>
</tr>
<tr>
<td>What strengths (S) and weaknesses (W) of the program?</td>
<td>Compare with existing programs and identify student needs</td>
<td>S: Advanced curriculum that combines global citizenship education and English language learning, well-trained teachers, experiential learning environment, use of technology,</td>
<td>IC, potential students, parents, local community,</td>
</tr>
</tbody>
</table>
Global Education at Home in China

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiring educational mode, project-based learning, prepare students to be more competitive academically and culturally.</td>
<td></td>
<td>W: hard to assess and quantify students’ cultural progression</td>
</tr>
<tr>
<td>What are international universities and organizations doing to address global citizenship education around the world?</td>
<td>Research online</td>
<td>Cultural immersion / exchange programs, study abroad, increase diversity in local communities, create GCL curriculum, Host communities sending parties, local communities, students, parents</td>
</tr>
<tr>
<td>What English language curriculum and textbooks are being used at local middle and high schools?</td>
<td>Research online, visit local schools</td>
<td>Foreign language teaching edition, IC, potential students, parents, local community</td>
</tr>
<tr>
<td>What are the current needs and gaps of global citizenship education nationally?</td>
<td>Survey</td>
<td>Lack of well-trained teachers, access to resources, IC, potential students, parents, local community</td>
</tr>
</tbody>
</table>

Appendix C: Input Evaluation
<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>How should IC market the pilot program?</td>
<td>Discussion and brainstorm</td>
<td>Social Media: Wechat Sina mircroblog, Nuomi group buy, Meipai vblog, live, radio. Electric posters, flyers, promotional items,</td>
<td>IC, potential students, parents,</td>
</tr>
<tr>
<td>How should IC recruit students?</td>
<td>Discussion and brainstorm</td>
<td>Social media, mass texting, stool, develop strategic recruiting plans with the staff team</td>
<td>IC, potential students, parents,</td>
</tr>
<tr>
<td>How should IC select qualified staff team to run the program and be in use for other concurrent programs?</td>
<td>Discussion between founders</td>
<td>View similar job descriptions, outline desired qualities, create precise job descriptions and post them on Go Chengdoo and job sites abroad, use personal connections,</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
<tr>
<td>How can IC build connections with potential partners?</td>
<td>Discussion with IC founders</td>
<td>Connect with English teachers at public middle and high schools,</td>
<td>IC, potential students, parents, teachers, local community, potential partners</td>
</tr>
<tr>
<td>How can IC sustain itself in terms of venue, human resource, and material cost?</td>
<td>Discussion with IC founders</td>
<td>Run 2-3 pure English language only programs to support and promote GC program</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
<tr>
<td>What funding opportunities are available for language and intercultural learning/ global citizenship education?</td>
<td>Research online</td>
<td>Not too much out there for this specific type of education.</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
<tr>
<td>How can we strengthen participants’</td>
<td>Research online, discussion among educators and the</td>
<td>through workshops, assigned leadership roles, self-</td>
<td>IC, potential students, parents, teachers, local</td>
</tr>
</tbody>
</table>

**Global Education at Home in China**
<table>
<thead>
<tr>
<th>Leadership Skills?</th>
<th>Academic Director</th>
<th>Reflection, arranged activities and assigned projects</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we cultivate participants’ global / intercultural competencies?</td>
<td>Research online, discussion among educators and the academic director</td>
<td>Partner with students from other countries</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
<tr>
<td>How can we effectively improve and assess participants’ English proficiency?</td>
<td>Research online, discussion among educators and the academic director</td>
<td>Pre and pro written and oral English test, through essays, presentations, projects</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
<tr>
<td>How can we increase awareness and appreciation of culture and cultural diversity?</td>
<td>Research online, discussion among educators and the academic director</td>
<td>Partner GCL students with foreign students for them to learn and understand different cultures</td>
<td>IC, potential students, parents, teachers, local community</td>
</tr>
</tbody>
</table>
### Appendix D: Process Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are all the program components and activities being carried out?</td>
<td>Interview, monitor</td>
<td>TBD</td>
<td>IC staff team, IC</td>
</tr>
<tr>
<td>What are the barriers the program is facing?</td>
<td>Survey, monitor, interview</td>
<td>TBD</td>
<td>IC staff team, IC, students, parents</td>
</tr>
<tr>
<td>Is feedback provided as needed in the staff team?</td>
<td>Survey, data tracking, group discussion, staff meeting</td>
<td>TBD</td>
<td>IC staff team, IC</td>
</tr>
<tr>
<td>Are the participants able to successfully and meaningfully complete their assignments?</td>
<td>Survey, monitor, interview</td>
<td>TBD</td>
<td>IC staff team, IC, students</td>
</tr>
<tr>
<td>What additional information does GCL need to collect for corrective programmatic changes?</td>
<td>Survey, data tracking, group discussion, staff meeting, reflection</td>
<td>TBD</td>
<td>IC staff team, IC, students, parents, local community</td>
</tr>
</tbody>
</table>
# Appendix E: Product Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did students’ English proficiency improve?</td>
<td>Written test, observation interview, group project, presentation, portfolio</td>
<td>TBD</td>
<td>Students, parents, IC staff, IC</td>
</tr>
<tr>
<td>Did students’ cultural competency enhance? In what areas?</td>
<td>observation interview, group project, presentation, portfolio</td>
<td>TBD</td>
<td>Students, parents, IC staff, IC</td>
</tr>
<tr>
<td>Did students leadership skills improve? In what areas?</td>
<td>observation interview, group project, leadership role assignment, presentation, portfolio</td>
<td>TBD</td>
<td>Students, parents, IC staff, IC</td>
</tr>
<tr>
<td>Did students actively engage in the Global Citizen Partnership element?</td>
<td>Class sharing, observation interview, group project, presentation, portfolio</td>
<td>TBD</td>
<td>Students, parents, IC staff, IC</td>
</tr>
<tr>
<td>What improvements of the program design should be made?</td>
<td>Survey, interview</td>
<td>TBD</td>
<td>Students, parents, IC staff, IC, local community</td>
</tr>
</tbody>
</table>
Appendix F: I.C (See) Leadership Program Component Outline

**Description**
This component of the GCL program will guide students through a 7-serie workshop, which helps them understand leadership and its related elements in a local, national and global context, as well as aids them in developing pragmatic ways of addressing leadership, teamwork and individual working styles in a multicultural team.

It starts by developing an understanding of leadership and teamwork, building both theoretical foundations as well as providing practical tools for participants to actively engage in group activities and in real life. Following this, it focuses on creativity and problem solving to encourage students to think outside of the box when a conflict arises in a team. It then stresses the importance of effective communication skills and constructive feedback. After this it moves on to conflict management so that students can understand the resolution styles and practice with the skills discussed in the previous 2 sessions. Our students are expected to work in a multicultural setting in and outside the program, they will be provided with knowledge and skills to function in such settings. This training ends with goal setting and self-development with the participants reflecting on their leadership workshop experiences, what they have learned and setting leadership and teamwork goals for the future.

**Overview of Sessions**

1) Understanding Leadership, Ethics and Values  
2) Team Building, Teamwork and Group Dynamics  
3) Creativity and Problem Solving  
4) Communication Skills and Feedback  
5) Conflict Management  
6) Multicultural Team  
7) Goal Setting, Self-esteem and Self Development

**Session 1**
**Topic:** Understanding Leadership, Ethics and Values  
**Themes:** Global leadership, leadership styles, leadership qualities  
**Goals and Objectives:**

1. **Learn** about what leadership entails, necessary qualities to be a leader, ethics and values a leader should have  
2. **Inspire** students to explore leadership differences and similarities in a global context  
3. **Act** by demonstrating their understanding, the qualities, ethics and values throughout the program
Activity 1.1
Group Discussion
Through this activity, students will discuss what it means to be leader and their different thoughts on leadership qualities, ethics and values.

Activity 1.2
Role Play
Through this activity, educators will write down 5 Practices of Exemplary Leadership, put them in a hat and have 5 groups of students to draw one and act it out, the rest of the class will guess what type of leadership it is and have a discussion about each one.

Session 2
Topic: Team Building, Teamwork and Group Dynamics
Themes: team building, understanding individual preference to work in a team, five stages of team development, team player
Goals and Objectives:
1. Learn what it means to be a team player, the development cycle a team goes through, and how gender may affect team dynamics.
2. Inspire students to reflect on their own experiences of teamwork and leadership roles through critical lenses.
3. Act by demonstrating cooperative teamwork during and beyond the program.

Activity 2.1
Hoola Hoop
Through this activity, students will be exposed to how everyone works together as a team and its dynamics, who stands up and takes the leadership role, who gets blamed, who is more of a follower and what techniques work well for the team to be successful.

Activity 2.2
Five Stages of Team Development
Through this activity, students will become familiar with the 5 stages. Students will work out the order of the 5 stages then have a discussion reflecting on their experiences of these stages in their real lives.

Session 3
Topic: Creativity and Problem Solving
Themes: Creative and collaborative leadership, problem solving
Goals and Objectives
Global Education at Home in China

1. **Learn** how to solve problems in a collaborative and creative way.
2. **Inspire** students to enable the best out of each other.
3. **Act** by demonstrating their ability to analyze different leadership problems and come up with creative solutions.

**Activities 3.1**

*Egg Drop*

Through this activity, students will develop their understanding of working together to come up with a creative solution to make sure the egg does not break from a 10-meter vertical drop.

**Activities 3.2**

*You Make the Call Scenarios*

Through this activity, students will be presented with various leadership scenarios and problems for them to work together in smaller groups to try to solve the problems the best they can.

**Session 4**

**Topic:** Communication Skills and Feedback

**Theme:** Communication skills and styles, effective communication, culturally sensitive communication, constructive feedback

**Goals and Objectives**

1. **Learn** how to communicate effectively and how to provide constructive feedback
2. **Inspire** students to have a deep understanding of different communication styles and use appropriate communication skills
3. **Act** by providing constructive feedback

**Activities 4.1**

*Tower of Babble*

Through this activity, teams of students will try to construct the tallest tower possible. In one team, only one person is allowed to speak, one team no one is allowed to speak, one team everyone is allowed to speak. At the end, students will reflect on their different experiences and how communication or the lack of communication affected teamwork.

**Activities 4.2**

*Understanding Constructive Feedback*

Through this activity, students will develop an understanding of individual feedback preferences and how to give constructive feedback to their peers.
Session 5
Topic: Conflict Management
Theme: Interpersonal conflict, team conflict, global conflict, repairing harm
Goals and Objectives
1. Learn different conflict transformation styles and how to repair harm
2. Inspire students to understand different perspectives of a conflict situation
3. Act by productively addressing their interpersonal conflicts in their own lives and global conflicts in the world

Activities 5.1
Interpersonal Conflict Transformation Workshop
Through this activity, students will explore 5 different conflict resolution styles (competing, collaborating, accommodating, compromising, avoiding), exploring the positives and negatives of each while reflecting on their own experiences with each style.

Activities 5.1
Understanding Different Perspectives of Conflict
Through this activity, students will explore different global conflicts and their own positionality with conflicts. They will develop an understanding that a conflict can be complex and can be viewed differently by different affected parties.

Session 6
Topic: Multicultural Team
Themes: Understanding differences, effective and socially conscious communication, conflict transformation,
Goals and Objectives
1. Learn how to be a positive member of a multicultural team, how to be an effective leader of a multicultural team, how to communicate with members from different backgrounds, and how to manage conflict in a multicultural team.
2. Inspire students to actively engage in multicultural matters.
3. Act by demonstrating respect and understanding to those from different cultures.

Activities 6.1
Leadership Styles Around the Globe
Through this activity, students will gain knowledge of different leadership styles from different parts of the world, they will analyze the positives and negatives of the styles and reflect on which leadership style they think would work best for them.

Activities 6.2
Global Education at Home in China

Understanding and Addressing Stereotypes
Through this activity, students will look at different stereotypes for people from different backgrounds and begin to understand every individual is different and should not be categorized due to where they are from or what they look like.

Session 7
Topic: Goal Setting, Self-esteem and Self Development
Themes: Application of theories and skills, action steps, moving forward
Goals and Objectives
1. Learn how to set and manage their goals.
2. Inspire students to reflect their experience of the program and beyond.
3. Act by applying what they have learned in real life and continue to grow.

Activity 7.1
Goal Setting
Through this activity, students will set their personal goals for the next year, set goals for how to be a better leader, how to be a better team player and how to deepen their understanding towards different cultures.

Activity 7.2
Reflections and Take-aways
Through this activity, students will have a guided reflection on their overall I.C (See) Leadership sessions and discuss their biggest lessons learned and how they have developed since the start of the workshop.
Appendix G: I.C (See) Culture Program Component Outline

Description
This component of the GCL program will guide students through a 7-serie workshop, which helps them understand culture and its related elements in a local, national and global context, as well as aids them in developing pragmatic ways of communicating through cultural differences and appreciating diversity.

This starts by introducing world cultures and diversity to the students, helping them have a better and deeper understanding and respect for different cultures and customs. Following this, students will be exposed to cultural and social identities that they may or may not be familiar with, they will begin to break down prejudice and stereotypes and understand how these complex identities shape who people are. Next, students will learn how to communicate across cultures and begin to develop the confidence needed to engage in such interactions. Then students will explore the interconnected relationship between local, national and global culture. Following this, they will further deepen their understanding of cultural difference and develop an appreciation and respect for such differences. After this, students will delve into discussions around culture and its impact on various conflicts around the globe. Finally, students will come together in a celebration of cultural diversity, and discuss the ways which they can work collaboratively to address the prejudices and stereotypes that exist within their community.

Overview of Sessions
1) World Cultures and Valuing Diversity
2) Being Culturally Self-Aware: Cultural Identities, Values and Norms
3) Cross-cultural Interactions
4) Local, National and Global Culture
5) Understanding and Appreciating Difference
6) Culture and Conflict
7) Celebration of Cultural Diversity

Session 1
Topic: World Cultures and Valuing Diversity
Themes: Cultures, worldviews, cultural differences, diversity
Goals and Objectives:
1. Learn about different world cultures and customs
2. Inspire students to explore and respect cultural differences
3. Act by valuing and showing respect to different cultures
Activity 1.1

*Culture Iceberg*

Through this activity, students will be asked to explore what culture entails in a deeper level besides things people commonly think of in daily life.

Session 2

**Topic:** Being Culturally Self-Aware: Cultural Identities, Values and Norms

**Themes:** Cultural self-awareness, cultural identities, cultural values, cultural norms

**Goals and Objectives:**

1. **Learn** about complex identities, values and norms, including students’ own identities and others’ identities.
2. **Inspire** students to reject stereotypes and generalizations and to see the nuances and complexity in others’ identities.
3. **Act** by being aware of the cultural differences, recognizing their own roles and those of others and understanding how those roles shape who people are.

Activity 2.1

*Identity Web*

Through this activity, students will have a better understanding their own cultural identities and those of their peers and see how they are similar yet different from each other. They will also interview their global partners to get different perspectives of students from another country.

Session 3

**Topic:** Cross-cultural Interactions

**Themes:** Understanding of cross-cultural interactions, cross-cultural communication skills, cultural knowledge, cultural perspectives

**Goals and Objectives:**

1. **Learn** to bring into focus the complicated and valuable relationship between individuals from different cultures and backgrounds.
2. **Inspire** students to step outside of their comfort zone to interact with people from different cultures and backgrounds.
3. **Act** by applying cultural knowledge and cross-cultural communication skills when interacting with people from different cultures and backgrounds.

Activity 3.1

*Uncocktail Party*

Through this activity, students will learn how to respond, react and communicate with people who have different ways of interacting than themselves.
# Appendix H: Instructional Processes and Timelines

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<th>Time</th>
<th>Session 1</th>
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*G.C.P: Global Citizen Partnership*
Appendix I: Job Descriptions

Global Citizen Language Educator (Chinese)

Job Description:
The Chinese Global Citizen Language (GLC) Educator is responsible for co-designing the English language and global citizenship education curriculum with its co-educator and delivering it together. The educator is also responsible for improving students’ language proficiency especially in speaking and writing, and their cross-cultural competencies as global citizens.

Responsibilities:
- Co-designing language class, leadership and culture workshops, co-implementing, co-monitoring the program
- Checking in with students regularly to keep track of their learning and respond with solutions if necessary
- Communicating with parents’ regularly to inform them about their children’s learning process
- Bridging the gap between students’ language and culture understanding
- Co-developing on-going evaluation methods for program content
- Providing feedback for the students and your co-educator
- Performing other duties related to the program

Minimum Requirements:
- Bachelor’s Degree in Education, International Education, International Relations or related field
- Excellent English language skills (TEM8, TOEFL, IELTS)
- 3-5 years of experience of teaching English as a second language to the age group from 14-18, facilitating and training
- 2-4 years experience of working in the field of experiential education
- Demonstrated ability to develop language and global citizenship education program and course content

Preferred Qualifications:
- Master’s Degree in Education, International Education, International Relations or related field
- Cross-cultural experience: travel, study, or work abroad
- Able to multi-task and work cooperatively
- Team player, able to lead by example, and a good sense of humor

Payment: $1,500, 1 program contract
To apply please send your resume and send a letter of interest to amy.luo@ic.or
Global Education at Home in China

**Global Citizen Language Educator (Native)**

**Job Description:**
The American / English *Global Citizen Language* (GLC) Educator is responsible for co-designing the English language and global citizenship education curriculum with the Chinese co-educator and delivering it together. The educator is also responsible for improving students’ language proficiency especially in speaking and writing, and their cross-cultural competencies as global citizens.

**Responsibilities:**
- Co-designing language class, leadership and culture workshops, implementing, monitoring the program
- Checking in with students regularly to keep track of their learning and respond with solutions if necessary
- Bridging the gap between students’ language and culture understanding
- Co-developing on-going evaluation methods for program content
- Providing feedback for the students and your co-educator
- Performing other duties related to the program

**Minimum Requirements:**
- Bachelor’s Degree in Education, International Education, International Relations or related field
- Intermediate Chinese language skills (HSK3)
- 3-5 years experience of teaching English as a second language, facilitating and training
- 2-4 years experience of working in the field of experiential education
- Demonstrated ability to develop language and global citizenship education program and course content

**Preferred Qualifications:**
- Master’s Degree in Education, International Education, International Relations or related field
- Cross-cultural experience: travel, study, or work abroad
- Able to multi-task and work cooperatively
- Team player, able to lead by example, and a good sense of humor

**Payment:** $1,500, 1 program contract

To apply please send your resume and send a letter of interest to amy.luo@ic.org
Global Education at Home in China

Appendix J: Electronic Brochure

**Admission Requirements**
- Age: between 12 and 18
- Pre-program Language Proficiency Test
- Cultural Competency Interview
- Tuition: $1,200

**Scholarship Opportunity**
We offer 2 positions free of charge for students who demonstrate extraordinary English abilities, are self-motivated learners, and are eager to develop their cultural competency skills.

**Global Citizen Language Program**

<table>
<thead>
<tr>
<th>Program Elements</th>
</tr>
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<tbody>
<tr>
<td>English in Reality</td>
</tr>
<tr>
<td>Keep Calm and Learn English</td>
</tr>
<tr>
<td>I.C Culture</td>
</tr>
<tr>
<td>I.C Leadership</td>
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</table>

- Authentic Language Environment
- Immediate Application
- Required Language Pledge
- Develop a better understanding of different cultures
- Cultivate appreciation of diversity
- Partner with US/UK Students
- Exchange Language and Culture
- Improve Global Competencies
- Understand what it means to be a leader
- Lean skills to be a global leader

**I See Enrichment**
**I See Encouragement**
**I.C Education**

**I.C Education**

“Our mission is to develop global citizens with high level second language proficiency, who are well prepared and have the courage to pursue their dreams. This is achieved through inspiring creative and open minds, nurturing a sense of understanding and compassion for other people and cultures, whilst also providing highly competitive language skills and cultural competency training.”
Appendix K: Crisis Management Communication Plan

**Green Call / Email**
Green Calls / Emails offer updates that the Academic Director needs to know, but doesn’t not need to act on immediately. Write a detailed email to amy.luo@ic.org, titled: GCL, Student Name”, or leave a detailed voice message on wechat.

GCL GREEN LINE (Academic Director’s Phone): +86-18280182321
Academic Director: amy.luo@ic.org

**Yellow Call**
A Yellow Call is a serious situation, but no threat to life or limb or potential for severe emotional trauma, but could devolve to a serious or critical incident, and requires immediate attention from IC administration.

**Red Call**
Immediate or potential threats to life to limb and/or severe emotional trauma. Level Red also includes all natural disasters, fire.

For **Yellow & Red** Calls, your FIRST CALL is to the Academic Director’s Phone: +86-18280182321
1). Be prepared to immediately give your callback number
2). If no-one picks up, leave a detailed message on wechat and the Academic Director will get back to you within the latest 20 minutes

- **Serious Medical Injuries** → RED CALL
- **Natural Disasters and Other Major Security Threats** → RED CALL
- **Minor Environmental Hazard, Hospitalization, Accidents Involving Motorized Vehicle, Theft or Crime?** → YELLOW CALL

Green calls should be directed to +86-18280182321
Green emails should be sent to amy.luo@ic.org
## Appendix L: Formative Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
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</thead>
<tbody>
<tr>
<td>Do students actively engage in language learning?</td>
<td>- Educators observe each student’s level of engagement</td>
<td>Students are willing to use their English as much as possible and learn from others</td>
<td>Students, I.C, parents, prospective students, local community,</td>
</tr>
<tr>
<td>Do students have a better understanding of being a global citizen?</td>
<td>- Students share their perspectives on being a global citizen in the sharing session and in their essays</td>
<td>Students can effectively articulate what it means to them to be a global citizen and respect others’ opinions</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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<tr>
<td>Is the partnership program between the students and their foreign partners creating a safe space for language learning, cultural and personal growth?</td>
<td>- Educators check in with students after each session. - Hold weekly meetings with foreign educators who manage the partnership program to share tips and strategies to strengthen bonds, overcome challenges, etc.</td>
<td>Partnerships result in strengthened personal and professional relationships, intercultural competencies, support network for global citizenship education.</td>
<td>Students, I.C, parents, prospective students, local community,</td>
</tr>
<tr>
<td>Are students demonstrating and increasing understanding of cultural competencies?</td>
<td>- Educators observe students’ behaviors. - Students share their learning in class</td>
<td>Students show cultural competency including:</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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<tr>
<td>Are the students contributing their leadership and cultural understanding to the learning community?</td>
<td>- Students share their learning during sharing time.</td>
<td>Students are prepared to share their own opinions</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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<tr>
<td>Are the students gaining the skills and know how to</td>
<td>- Students complete skill-based modules and</td>
<td>Students show a working knowledge in their project</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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</table>
Global Education at Home in China

<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
<th>Proposal Content</th>
<th>Stakeholders</th>
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</thead>
<tbody>
<tr>
<td>create their final portfolio?</td>
<td>workshops in English, leadership and cultural competency</td>
<td>proposals that reflect program components and their current learning</td>
<td>students, local community,</td>
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<tr>
<td>Do students feel they are supported by their educators?</td>
<td>- Survey, program Evaluation</td>
<td>TBD</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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## Appendix M: Summative Evaluation

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<th>Question</th>
<th>Method</th>
<th>Outcome</th>
<th>Stakeholders</th>
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</thead>
<tbody>
<tr>
<td>Can students use their English better than before GCL program?</td>
<td>- Students have a post-program interview with educators to see their performance.</td>
<td>Students’ English proficiency and confidence have apparently improved.</td>
<td>Students, I.C, parents, prospective students, local community,</td>
</tr>
<tr>
<td></td>
<td>- Students present their portfolio at the conference.</td>
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<td></td>
<td>- Students write an essay on What I have achieved in GCL.</td>
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</tr>
<tr>
<td>Can students articulate their cross-cultural understanding and reflect on their own experience?</td>
<td>- Students communicate regularly with their partners to express and learn about cultures.</td>
<td>Students demonstrate a better understanding towards culture and how it shapes people. They also journal or blog about their own experience as individual or work as a team.</td>
<td>Students, I.C, parents, prospective students, local community,</td>
</tr>
<tr>
<td></td>
<td>- Students blog about their own experience.</td>
<td></td>
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<tr>
<td>Can students demonstrate leadership skills?</td>
<td>- Educators observe students’ performance in leadership workshops and observe the leadership role in different activities</td>
<td>Students demonstrate leadership skills by completing group and personal projects.</td>
<td>Students, I.C, parents, prospective students, local community,</td>
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