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Teaching CV

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Courses taught at the SDU

-Negot i Kinesisk Undergraduate: Chinese Language Proficiency 1-2 (the first and second semester) (since August 2012)
The course will build up students' communicative competence and skills in Mandarin Chinese. They should obtain basic knowledge about the Chinese language, learn and master a designated vocabulary of 600 Chinese words and reach a level of integrated proficiency that enables them to understand simple conversations and to express themselves in simple Mandarin both orally and written. The class consists of about 20-30 students, and the teaching will apply an integrated portfolio of teaching methods including lectures and group teaching, team work, pair conversation, problem-solving and role-play, question asking-answering, self-study and homework. There is one test (oral and written) in the middle of each semester and one test (oral and written) at the end of each semester.

- Negot i Kinesisk Undergraduate: Chinese Language Proficiency 3-4 (the third and fourth semester) (since August 2016)
The course builds on the first year of Chinese and introduces further 1000 new Chinese words and relevant grammatical topics. The students are trained to master different types of communicative practices including simple description of people, objects and places, presentation of their own opinions and those of others, summary and dialogue. The class consists of about 20-30 students, and the teaching will apply different written and audiovisual materials. During this course the students must pass 3 tests – 2 tests in the third semester and 1 in the fourth- in listening proficiency, oral proficiency, reading proficiency and writing proficiency related to the texts studied in class. Each test evaluates oral proficiency and written proficiency.

-Negot i Kinesisk Undergraduate: Introduction to Chinese History, culture and society part 1 (since August 2012)
The course introduces the student to Contemporary Chinese history and China's political, social, and economic development from Late Qing to the Cultural Revolution in the 1970s. The students must familiarize themselves with the major political events occurred during this period and understand the trajectory of China's political development. They are also trained to read academic works and process the information from the reading materials, to systematize complex knowledge, to reason, argue and summarize in a clear and structured fashion, and to critically evaluate sources on scientific grounds. The teaching consists of lectures, discussions, classroom workshops, student presentations and group work, with a student body numbered from 20-30 students. The examination is in the form of a compulsory, individual home assignment written in English at the end of the course part 2.

-Negot i Kinesisk Undergraduate: Introduction to Chinese History, culture and society part 2 (since August 2012)
The course introduces the student to Contemporary Chinese history and China's political, social, and economic development in the years from 1976 to the present. The students must familiarize themselves with the major political events occurred during this period and understand the trajectory of China's political development. They are also trained to read academic works and process the information from the reading materials, to systematize complex knowledge, to reason, argue and summarize in a clear and structured fashion, and to critically evaluate sources on scientific grounds. The teaching consists of lectures, discussions, classroom workshops, student presentations and group work, with a student body numbered from 20-30 students. The examination is in the form of a compulsory, individual home assignment, which is written in English and is submitted through the BB system.

-Negot i Kinesisk Undergraduate: Negotiation Theory and skills part 1-2 (the seventh and eighth semester) (since August 2017)

The course introduces basic negotiation techniques and train the students to master communicative skills necessary for conducting a business negotiation in Chinese. The students will study through case studies and negotiation role-plays and acquire competent speaker and listener skills in preparation for business negotiations in a dynamic and coherent manner. The average student number for this course is from 20 to 30 students. The examination will take place at the end of the eighth semester in the form of a negotiation role play where the students will in pair conduct a negotiation in Chinese based on the hand-out instruction/scenario in either English or Chinese.

- Cand.negot i Kinesisk kandidat: Chinese Politics and Economy (the first semester) (since 2012)

The course introduces major political and economic development/issues in China. The students will read both English and Chinese language material about the country's recent political and economic development and learn to analyze the Chinese language sources and to use Chinese vocabulary relevant to the themes and concepts and be familiar with conversational practice in this area. They should be able to express themselves in Chinese about topics on Chinese politics and economy in language that is without significant deviation from the norm in its grammar, idiom, vocabulary, and orthography.

Teaching takes the form of lectures, discussions, and exercises. The languages used in teaching are Chinese and English. Considerable active participation is expected from students in relation to preparation, presentation and discussion of suggested readings. The number of students is around 5-10, and the examination will take the form of an open written home assignment on a topic selected by the student and approved by the teacher and an oral examination, where the student presents the topic of the home assignment in Chinese and follows a discussion in English.

- Cand.negot i Kinesisk kandidat: Cross-cultural Management China and the West (the second semester) (since 2017)

The course informs about the differences of managing methods in China and the West and introduces relevant theories and methods to analyze and explain cross-cultural management cases and practices. Students are trained to develop their cross-cultural competence and to analyze cross-cultural management cases with the help of the respective theories. In addition, they will be made familiar with the conversational practice in this area and able to discuss cross-cultural management issues with adequate theoretic insights and a robust mastering of the Chinese vocabularies in this field. The course is attended by around 5-10 students, with an open written home assignment in English and oral presentation in Chinese as the twin part of the exam.

- Cand.negot i Kinesisk kandidat: Newspaper reading (elective course) (the third semester) (since 2017)

This course teaches the students how to read newspaper articles and other forms of formalized Chinese texts. It also introduces the method of text analysis and train the students on how to solicit as much information as possible about a piece of text, not only the information in the text, but also information beyond and behind the text and between the lines. The class usually contains from 3-5 students (as some will choose to go abroad and do an internship instead), and the teaching takes the form of lectures and exercises. The examination takes place partly in the form of a written summary of a Chinese text in Chinese, and an oral presentation of the same Chinese text by using the text analysis method.

-Cand.negot i Kinesisk Undergraduate + Business Economies: Intercultural business communication (the seven semester) (since 2018)

The course introduces the students to global cultural practices, and communication in business, workplaces, media, texts. The students shall develop the analytical skills required when dealing with different types of communication (e. g. negotiations, teamwork, business communication, and presentations), and be able to reflect upon intercultural encounters and intercultural learning, and develop intercultural competence needed for an intercultural professional life. The course will take place in the form of lectures, class-room discussions, practical exercises in groups, and student presentations. The course contains 57 students in Autumn semester 2018, and the final test is a 4-hour written in situ exam.

Supervision

- Cand.negot i Kinesisk Undergraduate: Written presentation of BA-projekt (the eighth semester) (since 2012)

The students will write a Bachelor project under the individual supervision from a supervisor appointed by the board of studies. The students choose a topic of writing within the study program's scope and must demonstrate their ability to independently acquire an overview over the chosen issue, to make a critical assessment of source materials, to complete an analysis by using relevant theories and methods, and to work with both English and Chinese sources in a way that meets the required academic standards. The examination form is an individual home assignment of 26-30 standard pages, and the number of students to supervise varies between 5 to 10, depending how many will choose a supervisor from the Humanity faculty.

-Cand.negot i Kinesisk kandidat: Written presentation of MA-projekt (the fourth semester) (since 2012)

The students will write a Master thesis under the individual supervision from a supervisor appointed by the board of studies. The students choose a topic of writing within the study program's scope and must demonstrate their ability to independently acquire an overview over the chosen issue, to make a critical assessment of source materials, to complete an analysis by using relevant theories and methods, and to work with both English and Chinese sources in a way that meets the required academic standards. The examination form is an individual home assignment of 26-30 standard pages, and the number of students to supervise varies between 2-5, depending total number of master students.

Program development (uddannelsesudvikling)

I have since 2016 taken on several new courses and been responsible for planning, execution and development of these courses. These include:

Negot i Kinesisk Undergraduate: Chinese Language Proficiency 3-4 (the third and fourth semester) (since August 2016)

Negot i Kinesisk Undergraduate: Negotiation Theory and skills part 1-2 (the seventh and eighth semester) (since August 2017)

Cand.negot i Kinesisk kandidat: Cross-cultural Management China and the West (the second semester) (since 2017)

-Cand.negot i Kinesisk Undergraduate + Business Economies: Intercultural business communication (the seven semester) (since 2018)

While the overall structure of the courses is already there, I have invested a considerable amount of energy and time to renew and develop the courses. For the Negotiation Theory and Skills course, for instance, I adopt real Chinese language negotiation cases for the students to model and analyze, while for the course of Cross-cultural Management, I found some newer and better teaching materials and have replaced the old ones.

Besides, I have also involved in the revision of the study curriculum regarding my course on Chinese Politics and Economy.

Formal and Informal Pedagogical education and competence developing

I graduated from two "normal" universities in China (Liaoning Normal University and Tianjin Normal University). Universities like these train students to become teachers of high-school/or schools at the equivalent levels and lay emphasis on pedagogy and pedagogical methods in teaching besides other learning subjects. At the end of the eighth semester (the last one) I did internship in a high-school (together with my classmates) for three months, where I helped to organize the class, monitored/participated in the students' group works, observed the teacher's teaching and taught some trail lessons. Apart from this educational background, I have built up and further developed my teaching competence through my long teaching career in three countries, namely China, Denmark and Norway (and Denmark again). I teach both content courses on China-related topics and Chinese language courses, and I teach these courses at both the bachelor and master levels.

Reflections on Teaching Practices

The role of university education, comparing to that of the previous centuries, has changed since the launch of the Bologna Process in Europe in the 1990s, and the changes entails a shift from the traditional, teacher-centered pedagogy towards a learner-centered pedagogy. The philosophy that underpins the teacher-centered pedagogy can be termed as "instructivism". In the instructivist pedagogical thinking the primary focus was given to the teacher and the knowledge content to be transmitted by the teacher. As so, both the learning process and the learning result were strongly controlled by the teacher. The learner-centered pedagogy, on the contrary, is rooted in "constructivism". It emphasizes the role of learners in knowledge construction and the role of teacher/instructor in facilitating knowledge learning rather than just delivering the knowledge. Perhaps, the best caption of this approach is the much-quoted quotation of Albert Einstein: "I never teach my pupils. I only attempt to provide the conditions in which they can learn".

At personal level, I see it virtually important to develop a wide pedagogy repertoire along the teacher-centered and the learner-centered continuum. To me, different pedagogical approaches, be it teacher-centered or learner-centered, are there to deal with different teaching situations and realities. They should therefore not be mutually exclusive to each other, for what counts is not what pedagogical approach to use per se, but what brings the best learning results. In my teaching, I appreciate different pedagogical approaches and apply them in a flexible way to serve the best interest of the students. For the language courses in Chinese, for instance, there has been a shift from the traditional, behaviorism-based audio-lingo approach to the nascent communicative approach. While the former focuses on repetition, memorization, and grammar accuracy, the latter emphasizes communicative skills and learning by communicating in different settings. Again, my experience speaks for a balanced mixture of these different approaches. While applying communicative classroom activities whenever it is necessary, I also practice repetition and memorizing techniques in teaching because memorizing (an adequate body of vocabulary), in my opinion, is the prerequisite for a smooth communication. Moreover, I believe that when students lack the opportunity to practice the target language in daily life, the role of repetition technique in vocabulary acquisition should not be underestimated. My experience shows that students remember better when a word or sentence was repeated 3-5 times. And the class do not necessarily have to be monotonous and tiresome even following the traditional audio-lingo approach. With some twist and creativity, it can be truly fun and stimulating as well.

In teaching content courses, I combine different teaching methods and apply them in variation according to the concrete teaching situation and learning objective. To be able to do so requires a constant reflection on what works/what does not work/what works better/ and a flexible class design that incorporates the thought of reflections. For the course in Modern Chinese History, for instance, I sometimes use quiz as a learning device to help the students to navigate through historical details in eventful periods. Comparing to a monotonous lecture by the teacher, quiz is more stimulating as it exposes the students to a set of questions and evokes the question-answering instinct of the students. It also creates a competitive learning environment, as the students were divided into groups and must compete with one another for getting to the right answers.

For the second part of the course in Modern Chinese History, I practiced a more learner-centered approach by letting the students to do pair-presentation on a chosen topic. The idea is to turn the role of students from passive listeners to active presenters and train their ability to work together as a group. While having chosen the topic, the students were given a list of reading and were also encouraged to search for other sources which they think might be interesting and relevant for their topic. Each time during the class, one student group would then present their topic and answer questions from the

audience. In this way, they learn to teach not only themselves but also each other. On-spot feedback from the students shows that they felt they have gained a deeper insight into the topic they worked with, learned how to identify, sort and organize academic sources, how to present a topic in a clear, coherent and coordinated manner and how to work together as a group. Moreover, many felt that the presentation and preparation process has boosted their self-confidence and oral presentation skills. My role as the teacher, however, does not become easier/lesser by letting students do the presentation. The students need supervision under the way, and I need to be spontaneous and flexible as possible to be able to 'step in' when there is, for instance, a half hour left or when there is a question needing to be addressed in depth. So, it has been a challenge to be fully prepared for both the predicted and the unpredicted, but this class model is worthy of trying because in the end it pays off.

Pedagogical challenges

The pedagogical challenges facing the teaching profession today are multiple, and some of the challenges derive from the changing nature of our society. Prior to information society, knowledge was produced, stored and accessed mainly in paper form. Teachers established their authority by virtue of the knowledge they accumulated through reading, and it was also mainly through reading that teachers pass on the knowledge to their students. With the popularization of Internet and information technology, however, today's information flow has exploded at an unprecedented pace. This has not only fundamentally transformed the way in which human beings produce, store and access knowledge but also challenged the role of teachers as the sole source of knowledge. Being constantly exposed to all sorts of information in daily life, nowadays students also actively seek new/relevant information through all possible channels. Under such circumstances, teachers must rethink of their roles in teaching, readjust teacher-student relations, and redefine the scope/content of knowledge. There is, for example, a question of how to balance between knowledge in book form and on-line form, how to incorporate IT-based technology in the teaching process, and how to process the enormous amount of information for the benefit of students' learning and being.

Another challenge I have been wrestling with is how to connect in-class learning with out-of-class learning activities. Although higher-education teaching profession has been made increasingly open to new pedagogical approaches and methods, teaching at universities is still heavily classroom-centered in most of the case. Teaching, to a large extent, ends when the class is over and resumes when the next class begins. To ensure that students digest what they have learned during the class, homework is often given as a learning activity for the students to do in their out-of-class hours. But since there is no mandatory requirement for homework and homework is not accounted as a part of student performance, both the turnout and effect of homework becomes questionable. Very often, some students do the homework, some don't. Sometimes, no body does it. And there is no consequence for the students, whether they do or not do the homework. Then the question is: should homework still have a role to play in the learning process? If yes, how can we ensure that the role is played with effect. If not, how can we be sure that the students keep learning after the class till the next class begins?

Action Plan for future pedagogical development

I will continue to expand my pedagogical repertoire and pursue teaching quality in the years to come. This will be done by reflecting critically upon the used pedagogical methods, listening to the good experience of colleagues, and ongoing adjusting of teaching practices for a better result. There is, however, no plan for further formal pedagogical training and courses because the study program will be closed in about two years.