

On the Impacts of China's Education Model

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Abstract: China, a country that has made great progress in education in a short period of time, makes people curious about the secrets behind it. In this report, I tend to discuss the advantages and disadvantages of China's education system. Since I have spent more than ten years receiving education in this country, I know the details better than others. Ripley (2014) once said that students are the ones who know the education status best, so I want to use my own experiences and the arguments of others to discuss the education in China ^[1]. And these conclusions can be applied to actual work after I return to my motherland. In other words, it can effectively improve the current shortcomings in education around me. I will first determine the most influential factors and select them as input factors for this report. Then I will search for relevant articles in UW library, and select the most interesting articles for reading. After learning from others' perspectives, I will raise my still existing questions and conduct more in-depth exploration. In the process of all these, I will discuss with my friends to collect more suggestions and ideas. In terms of time, I will arrange the most to find and read related articles, because understanding the topic which I am aiming at is the basis for writing a complete report.

Keywords: Education status; Suggestions and ideas; Influential factors

1. Promising Practices in Education status

Teacher-to-teacher program is a bright spot in China's education system. In order to improve the quality of educators, the schools not only provide a large amount of funds to support teacher research projects, but also allocates experienced teachers to help novice teachers. According to Feng, mentors provide four forms of support: provision of information, mutual lesson observation, collaborative lesson preparation and discussion in the office ^[2]. With this kind of help, beginning teachers can get acquainted about teaching workload, grade and subject more quickly. In addition, with the support of the country, teachers can have surplus funds to conduct in-depth research in professional fields during their employment.

The unified curriculum is another promising practice in Chinese education. Compared with the fragmented education in the United States mentioned in Ripley's (2014) book, the curriculum designed for China is very uniform and comprehensive. The curriculum is split into several domains: literature, mathematics, natural science, social science, arts and physical education ^[1]. After the reform of the education system in recent years, students have been allowed to choose the combination of courses they are interested in, adding multiple factors on the basis of all-round development. The textbooks in all parts of China are consistent, which can ensure that students in different regions can learn the same knowledge without lagging behind others because of their backgrounds.

2. Educational Issues to Address

I do agree with Abby's (2015) perspective that test taking can rob students of creativity ^[3]. In China, examinations are almost the necessity in the every field of education. The discussion about exam-oriented education was once pushed to the forefront. The question is nothing more than what should I do if my child can only do questions? What should I do if the theories I have learned will not be applied in real life? What should I do if I lack innovation? According to my personal experience and the conclusions of many scholars, these problems are real and urgent. Why do Chinese students score first in the PISA test, but lack of Nobel Prize winners? As Zhao (2014) said, Chinese education produces excellent test scores, but doesn't produce a citizenry of diverse ^[4]. Rather than sending a large number of students overseas to learn how to be innovative every year, it is better to consider improving courses and evaluation methods to change the situation.

In the second half of 2020, one vocabulary prevails in China: involution. Unlike what it means on the surface, this word implies an increasingly strict education system. For example, many Chinese students no longer have weekend breaks, and instead are studying desperately. The time they spend on studying each week has greatly exceeded the world average, and people are still encouraging tireless study. In such a general environment, society is falling into a cycle of endless destiny. The term "Involution" first appeared in an article analyzing the economy of the Qing Dynasty. Scholars put forward the concept of involution in response to the phenomenon that there was no revolution appeared during Qing Dynasty. But now, it has become synonymous with the society reaching a fixed state and beginning to fall into a stagnant cycle. The thinking of parents has become extreme: if someone's child receives education earlier than my child, then my child can also be so early. Under such a pressure, more and more children lose the joy of life and become

machines which can only learn.

3. Comparative Table and Analysis

	School days/hours	National standard&assessment	PISA scores	World happiness index
China	9.8 hours (Kan Wei's article)	Unified curriculum&Entrance exams	No. 1 (OECD web)	5.34 points in 2020 (UN world happiness report)
Korea	12-16 hours (Phillip's answer on Quora web)	Nine principal subjects & school developed tests	No.9 (OECD web)	5.85 points in 2020 (UN world happiness report)
America	7 hours (American school hours and terms)	National Core curriculum & fewer exams	No. 13 (OECD web)	6.940 points in 2020 (UN world happiness report)
India	6.5 hours (Obed Ebenezzer's answer on Quora)	The CBSE & the CISCE & National Assessment of Educational progress (NAEP)	No. 72 (OECD web)	3.82 points in 2020 (UN world happiness report)
Finland	4-7 hours (Mvorganizing.org)	National core curricula & Summative assessment	No. 7 (OECD web)	7.809 points in 2021 (UN world happiness report)

After comparison, Asian students spend longer time in school every day than in other regions, and correspondingly they have also achieved relatively excellent results in the PISA test. However, Finland and the United States have achieved higher results only using less hours, so their efficiency is higher than that of China and South Korea. I think this difference comes from teaching methods, such as indoctrination and interactive teaching. Based on my experience of studying in China and the Korean education system described in Ripley's (2014) book, it is sure that the classroom atmosphere in these two countries is similar^[1]. Asians seem to prefer teachers to share what they know, and students to consolidate it through memory or taking notes. However, the classroom atmosphere in Europe and the United States is more active. Students and teachers will interact during this period, which is basically sharing the knowledge of both parties. And scientific experiments have proved that the memory of interacting with others is stronger than that of self-endorsement.

In addition to grades, I think we should also pay attention to the happiness index of students. With India being the lowest, it is not difficult to find that the happiness index of Asian students is also much lower than that of European and the United States students. So I think school hours and total study time are closely related to this value. Spending more time studying means having less time to develop interests or enjoy life. As I mentioned in the previous chapter, involution is not a minority phenomenon in today's society. For India, I think the situation seems to be different from other countries. Indian students often face food and clothing problems during the drought, so I think economic and life pressure may be the main reason for their low happiness index.

Another important factor that affects educational outcomes is national standard & assessment. In Ripley's (2014) book, she talked about the reform of American curriculum, from fragmented curricula to national core standards^[1]. By comparison, most countries with excellent PISA scores have used unified curriculum and standardized tests. Although this kind of evaluation method may cause a frenzy trend of test-oriented education, it is undeniable that it does improve student's performance. We should think about how to make the assessment more fair and how to improve the happiness index of students on its basis, rather than canceling standardized tests.

References:

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