

Appendix 1: Full Lesson

Teachers' Prompts

Prompt 1: Chinese high school students learning in class.

Chinese high school students learning in class.

Prompt 2: British high school students learning in class.

British high school students learning in class.

Task 1: Spot the differences between picture sets

Look at Picture Set 1 and Picture Set 2.

Write down similarities and differences between the two sets of pictures. **Compare** your answers with your international classmates.

Picture Set 1: Chinese high school students learning in class.



Picture Set 2: British high school students learning in class.



Source: Author's own work

Task 2 (Making personal connections)

Discuss the two sets of pictures with your international classmates. **Use** the two prompts below to focus your interaction together.

- To what extent do the pictures resemble your school experience?
- Looking at the picture set, which is supposed to represent your international classmates' education, what questions do you have about it?
- Ask your classmates the questions you have.

Choose one group member to feedback your conversations to the main Zoom room.

Source: Author's own work

Task 3 (Reading comprehension)

Read Text 1 and Text 2 below. **Take notes** to capture important information about each education system.

After reading, complete Task 4.

Prompts for creating Text 1 and 2

LE

Write a 500 word essay about the education system in Chinese high schools. Include examples of the teaching and learning style. Write in a formal style. Give the text a short title.

Source: Author's own work

Text 1

Title: The Education System in Chinese High Schools: A Pedagogical Analysis

Introduction

China, renowned for its rich cultural heritage and remarkable economic growth, boasts an education system that plays a pivotal role in shaping the nation's future. Chinese high schools, characterized by their rigorous academic standards and emphasis on discipline, have gained recognition for producing academically accomplished students. This essay explores the education system in Chinese high schools, delving into the teaching and learning styles prevalent in these institutions.

Teaching Methodology: Traditional and Innovative Approaches

Chinese high schools employ a combination of traditional and innovative teaching methodologies. Traditional teaching methods often prioritize rote memorization and direct instruction, laying the groundwork for building a strong knowledge foundation. In subjects such as mathematics, sciences, and languages, teachers follow a lecture-based approach, presenting information to the entire class and encouraging students to take notes. This style aims to foster discipline and ensure students absorb essential concepts thoroughly.

However, in recent years, Chinese high schools have recognized the need for more interactive and student-centered approaches to education. To address this, teachers are increasingly integrating innovative teaching methods such as cooperative learning, project-based learning, and experiential learning into their classrooms. These approaches promote critical thinking, problem-solving, and collaboration skills among students, preparing them for the challenges of the 21st-century globalized world.

Learning Style: Competitive and Exam-Oriented

The Chinese high school system places significant emphasis on academic performance and examination results. As a result, students experience a highly competitive learning environment, driven by the pursuit of high grades and admission to prestigious universities. In these schools, students are often assigned a heavy workload, with demanding study schedules that extend beyond regular school hours.

Standardized examinations, such as the Gaokao (the National College Entrance Examination), hold immense importance in the lives of Chinese high school students. The Gaokao determines university admissions and is regarded as the ultimate goal of their secondary education. Consequently, students undergo intensive exam preparation, including extensive practice tests, past papers, and specialized tutoring sessions, in order to excel in this crucial examination.

Notably, while the exam-oriented approach has garnered criticism for its potential to foster stress and hinder creativity, it has also been praised for promoting discipline, resilience, and a strong work ethic among students. Moreover, Chinese high schools are evolving to strike a balance between examination-based assessment and the cultivation of holistic skills, recognizing the importance of well-rounded development.

Conclusion

The education system in Chinese high schools reflects the country's dedication to academic excellence and the cultivation of disciplined learners. The blend of traditional teaching methods, focused on building strong foundational knowledge, and innovative approaches, aimed at fostering critical thinking and collaborative skills, reflects a dynamic educational landscape.

While the system's competitive and exam-oriented nature may draw criticism, it has produced exceptional academic outcomes and nurtured invaluable attributes such as discipline, resilience, and a strong work ethic among students. As China's high schools continue to evolve, efforts are underway to strike a balance between examination-based assessments and holistic development, ensuring that students are prepared for the challenges and opportunities of the future.

In conclusion, the education system in Chinese high schools reflects a unique blend of traditional and innovative teaching methodologies, coupled with a competitive and exam-oriented learning environment. By striking a balance between academic excellence and holistic development, Chinese high schools aim to prepare students to thrive in an increasingly complex global society.

Prompt for Text 2:

LE

Write a parallel text similar to the one you have just written. Write about UK high school education.

Source: Author's own work

Text 2

Title: The Education System in UK High Schools: A Pedagogical Analysis

Introduction

The United Kingdom, known for its prestigious educational institutions and diverse curriculum, possesses a high school education system that prioritizes comprehensive learning and personalized development. UK high schools, characterized by their emphasis on critical thinking and individual growth, have gained recognition for fostering well-rounded students.

This essay explores the education system in UK high schools, examining the teaching and learning styles prevalent in these institutions.

Teaching Methodology: Interactive and Student-Centered Approaches

UK high schools place a strong emphasis on interactive and student-centered teaching methodologies. Educators employ a variety of approaches to actively engage students in the learning process. Classroom discussions, group projects, and practical experiments are common strategies employed by teachers to encourage students to actively participate and develop their critical thinking skills.

Furthermore, the UK high school system encourages independent learning and research. Teachers act as facilitators, guiding students to explore subjects in depth, conduct independent studies, and present their findings. This approach nurtures students' curiosity, creativity, and problem-solving abilities, allowing them to develop a deeper understanding of the topics being studied.

Learning Style: Holistic and Skills-Based

UK high schools prioritize a holistic approach to education, aiming to develop students' intellectual, emotional, and social skills alongside academic knowledge. In addition to core subjects, students have the opportunity to study a wide range of disciplines, including arts, humanities, and physical education. This broad curriculum encourages students to explore their interests and develop a well-rounded skill set.

Assessment in UK high schools also reflects a comprehensive approach. While examinations play a role, they are complemented by a variety of assessment methods, including coursework, presentations, and practical assessments. This multifaceted approach allows students to demonstrate their knowledge and skills in different contexts and encourages the development of effective communication, research, and analytical abilities.

Importantly, UK high schools prioritize individual progress and growth over a competitive environment. While academic achievement is valued, the focus is also on fostering students' personal development, resilience, and adaptability. The education system recognizes the importance of preparing students for the challenges and opportunities they will encounter beyond the classroom.

Conclusion

The education system in UK high schools highlights a commitment to comprehensive learning and the development of well-rounded individuals. Through interactive and student-centered teaching methodologies, students are encouraged to actively participate in their education and develop critical thinking skills. The holistic learning style, encompassing a broad curriculum and diverse assessment methods, emphasizes the importance of individual growth and skills-based education.

The UK high school system's emphasis on nurturing intellectual, emotional, and social skills equips students with the tools needed to succeed in an ever-changing world. By fostering

independence, creativity, and a passion for learning, UK high schools strive to prepare students to excel not only academically but also as active citizens and lifelong learners.

In conclusion, the education system in UK high schools embodies an interactive and student-centered teaching approach, fostering a holistic and skills-based learning environment. By prioritizing individual growth, the system aims to equip students with the necessary skills and knowledge to thrive in a dynamic global society.

Task 4 (Comparison and analysis task)

Prompt for task design

›  Design a comparison task based on the two texts you have just written. Students should complete the task by producing a table.

 Comparison Task: Education Systems in Chinese and UK High Schools   

Instructions: Read the two texts provided on the education systems in Chinese and UK high schools. Using the information from both texts, create a table that compares and contrasts the teaching and learning styles in these two educational contexts. Consider the following aspects:

1. Teaching Methodology: Traditional and Innovative Approaches
2. Learning Style: Competitive and Exam-Oriented vs. Holistic and Skills-Based Approach

Fill in the table below with relevant information from the texts:

Aspect	Chinese High Schools	UK High Schools
Teaching Methodology		
Learning Style		
Emphasis on Critical Thinking		
Student-Centered Approach		
Independent Learning and Research		
Broad Curriculum		
Assessment Methods		
Personal Development		
Competitive Environment		
Focus on Skills and Adaptability		

Note: The table provided is a suggested format; you may modify it as needed to accommodate additional points or subcategories.

Remember to draw information from both texts to complete the table accurately. Consider the similarities and differences between the two education systems in terms of teaching methodologies, learning styles, and their respective emphasis on different aspects of education.

Source: Author's own work

Task 5: Learning about a potential university education

You are going to interact with ChatGPT. ChatGPT is acting as a university professor. You will interact in a dialogue-like manner with the tool by asking it questions. With your classmates, brainstorm 5 questions you would like to ask ChatGPT about studying at a UK university.

You can change the subject being studied in the prompt. You need to copy and paste the prompt into ChatGPT.

Prompt to set up ChatGPT acting as a professor.

I want you to act as a university professor who teaches business at Oxford University in the UK. Answer the questions I ask you. The questions will be about studying business at your university. My first question is...

Source: Author's own work

LE

I want you to act as a university professor who teaches business at a university in the UK. Answer the questions I ask you. The questions will be about studying business at your university. My first question is what kinds of tasks will I complete in lectures?



As a university professor teaching business at our esteemed institution in the UK, I would be glad to guide you through your academic journey. In our business lectures, you can expect a variety of tasks designed to enhance your understanding and practical skills in the field of business. Here are some examples of tasks you may encounter:

1. **Conceptual Learning:** During lectures, we will explore various business theories, models, and frameworks. You will engage in active listening and note-taking to grasp the fundamental concepts and principles.
2. **Case Studies:** We believe in the importance of applying theoretical knowledge to real-world scenarios. Therefore, we often present case studies that simulate practical business challenges. You will be encouraged to analyze these cases, identify key issues, and propose relevant solutions.
3. **Group Discussions:** Collaboration and effective communication skills are vital in the business world. To foster these skills, we may organize group discussions within the lecture sessions. You will participate in group activities, exchange ideas, and collectively solve business problems.
4. **Critical Analysis:** Business environments are dynamic and require critical thinking. In lectures, we will engage in critical analysis of various business scenarios, industry trends, and emerging challenges. You will be encouraged to evaluate different perspectives, form informed opinions, and articulate your views effectively.
5. **Interactive Presentations:** To develop your presentation and public speaking abilities, you may have opportunities to deliver short presentations during lectures. These presentations could cover a range of topics, including business concepts, industry analysis, or research findings.
6. **Q&A Sessions:** Throughout the lecture, we will have interactive question-and-answer sessions. This provides an opportunity for you to seek clarifications, deepen your understanding, and engage in meaningful discussions with both your peers and me.



Task 6: Critical Reflection on Past Learning Experiences

Using the input from Tasks 1-5, critically reflect on your past learning experiences and how this is different from anticipated university learning. Summarise your reflections on the Jamboard.

You will be asked to share and discuss your Jamboard at the end of the task.

Source: Author's own work

Task 7: Personal Strategies to Adjust to Possible University Education

Working with your international classmates, prepare a brief (1-4 slide) presentation which suggests:

- (i) Personal strategies you will use to become acclimatised to university learning.
- (ii) Personal strategies you will use to interact more with your international peers – being mindful of their past learning experiences.

You can design your presentation in small groups and use whichever technological tools and platforms you are familiar with and have access to.

Your presentation should last no longer than 5 minutes.

You will be asked to share your presentation at the end of the class.

Source: Author's own work