Chinese and American education

Being one of the largest developing countries, China witnessed a boom in economic and technology in recent years. But compared to America, the most powerful country in the world, there is still a gap.The differences in economy condition and culture between the two countries lead to the differences in education. Therefore, this essay will explore some differences in education between China and America.

To commence with, there are radical differences in education aims between the two countries due to the discrepancies in history and culture. Since time immemorial, Chinese education emphasizes the obtainment of knowledge, the esteem of the authorities, and training the students to be strict, rigorous and industrious, which is influenced much by Confucianism thoughts. On the contrary, the idea of individualism, independence has been deeply etched into American bones since the country was founded, which is also reflected in education. Students in America are encouraged to challenge the authorities, establish self-confidence and create.

What’s more, it is also easy to tell the difference between the two countries in the assessment and evaluation system. In American, students’ final grade for a course is an integrated evaluation of a student, which is more reasonable to assess a student’s performance. According to Zhang Er Wen(2017), it is a common practice that the final grade of a student for the course consists of 4 parts: homework (30%) , presentations (30%) , quizzes (20%) and final projects (20%). By contrast, in China, there is a strong emphasis on standardized testing, and students must pass a rigorous series of exams in order to advance to the next level of education.

In addition, teachers and students are located in different positions. As Shu Ya Chun pointed out(2020), in China classrooms, teachers are in an absolute and supreme position, with almost only teachers giving lectures. Students are just listeners and passive recipients of knowledge. There is limited communication and interaction between teachers and students, lacking critical and creative thinking. As opposed to China, in American classrooms, emphasis is placed on equality and mutual assistance between teachers and students, and pays attention to students' thinking activities, sharing the achievements of their contributions, and promoting mutual assistance and cooperation between teachers and students. The classroom atmosphere is lively and relaxed. From the survey results, it can be seen that most international students choose to be very willing to interact and exchange, believing that the teacher-student relationship in American university classrooms is interactive and harmonious.

To sum up, education is of great significance to the development of our country. By contrasting the teaching modes between America and China, we find that both of them have their own advantages and disadvantages as well. We need to combine the advantages of both in order to develop better.

**References:**

1. Zhang Er Wen.Contrastive Study of Differences between Chinese and American Higher Education Teaching Modes[J].海外英语,2017,(03):241+244.
2. Shu Ya Chun.比较中美大学课堂教学方法 助推高等院校“双一流”建设[J].高教学刊,2020,(08):20-22.

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| **Self-checklist** | |
| **Checklist Items** | **After complete each step, place a check or answer here.** |
| The essay is a comparison and contrast essay because it discusses both the differences and similarities between 2 items. |  |
| Does the essay use block organization or point-by-point organization? |  |
| The essay has an introduction, several body paragraphs and a concluding paragraph. |  |
| The introduction has good general statement and effective thesis statement. |  |
| The essay uses a variety of C/C signal words. |  |
| The essay has good support (examples, statistics, or quotations you have used ) |  |
| The essay has unity and coherence. |  |
| The concluding paragraph has a concluding signal, a summary and a final comment. |  |
| The essay meets the style requirements of academic writing: formality, complexity, objectivity, explicitness, hedging and responsibility) |  |
| The writer uses reporting verbs when reporting from other sources. |  |

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| **Items** | **details** | **peer** | **teacher** |
| **Self-checklist** | Finish the table 10%（see below） | 10 |  |
| **Outline** | 至少两个层级：1，1.1… 10% | 10 |  |
| **Format** | Font, word size, space, etc. 10% | 10 |  |
| **Structure** | introduction, body, conclusion, coherence, unity, support, citation, five elements 40% | 38 |  |
| **Language** | Grammar, vocabulary 30% | 30 |  |
| **Total** |  | 98 |  |

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优点：文章结构清晰，内容丰富，使用了较多高级词汇，论据充分有力。

不足：作为比较，或许还可以有一部分近似点的类似。

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