

# COMPUTER EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA

*Dr. Ann E. Fleury  
Computer Science Program  
Aurora University  
347 S. Gladstone  
Aurora, IL 60506  
afleury@admin.aurora.edu*

*Dr. Judith K. Olson  
Mathematics Department  
Western Illinois University  
1 University Circle  
Macomb, IL 61455  
Judy\_Olson@ccmail.wiu.edu*

*Ms. Jane E. Shike  
Yorkwood Elementary School  
2140 State Highway 135  
Monmouth, IL 61462  
jshike@isbe.state.il.us*

## **BACKGROUND**

Each of the panelists spent two weeks in the People's Republic of China in October 1995 as a participant in a Computer Education Delegation organized by the Citizen Ambassador Program of People to People International. The objectives of the Computer Education Delegation were (1) to allow computer educators from the U.S. and China to share ideas, compare methods and problems, and develop links for professional support and development and (2) to visit school sites where computer technology is taught and used, and to interact with teachers and students in their own environment. The panelists visited high-tech classrooms in K-12 schools and universities in Beijing, Hangzhou, and Shanghai and talked with faculty and administrators there. They also had the opportunity to talk with Chinese students in mathematics classes, computer literacy classes, and programming classes.

## **TOPICS**

This panel session shares information gathered from observations and from discussions with Chinese teachers and students. The panelists will discuss:

- An overview of the educational system in China
- Computer use in educational settings in China
- Computer science courses and curricula in China
- Opportunities for women in technical fields in China
- Training of teachers in computer technology in China

## **OVERVIEW**

Computer use is rapidly increasing in China. Current hardware and software is now available in experimental K-12 schools. Many Chinese universities have extensive offerings in computer science and are training students for industry and for teaching at all levels. Particular interest in networking, graphical applications and multi-media is evident. There are still economic barriers preventing student access to computers in many K-12 schools and limiting student access to computers in universities. However, the spirit of the Chinese people is impressive and their technological progress is rapid. The Chinese are working very hard to incorporate computers into education without compromising the characteristics of traditional Chinese education of which they are most proud. We can only wonder how dramatic the changes might be in the next few years.