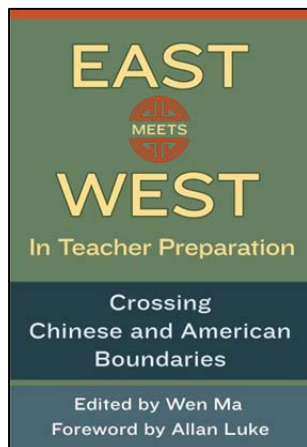




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*East Meets West in Teacher Preparation:
Crossing Chinese and American Borders*

Edited by **Wen Ma**
Foreword by **Allan Luke**

"This volume is part of an intergenerational and intercultural exchange by historical players who are, quite literally, living and experiencing, teaching and learning a new, historically unprecedented moment of intercultural change and shifting power relations." —From the Foreword by **Allan Luke**, Queensland University of Technology, Australia

"This volume critically examines the social, cultural, and ideological differences and similarities in China and the United States through the lived experiences of Chinese educators in U.S. universities. It provides insightful suggestions for teaching in cross-cultural contexts. It's a must-read for both nonnative and native faculty members and university administrators." —**Guofang Li**, associate professor in teacher education, Michigan State University

"Wen Ma and colleagues present incredibly provocative accounts of Chinese educators' pedagogy shock, along with other perspectives derived from teaching and learning in two cultures. This work offers novel and important insights for developing 'middle ground' to address local multicultural needs and global interests in inclusive ways." —**Kathleen Hinchman**, professor, Reading and Language Arts Center, Syracuse University

East Meets West in Teacher Preparation gives voice to an increasing number of teacher educators from China teaching in America's universities. With this unique book, American educators can learn about Chinese educational thinking and practices directly from those who have personal and professional knowledge of and experience in both the United States and Chinese systems. Drawing on their lived experiences and perspectives, contributors discuss how they view the similarities and differences between educational systems in the United States and China, what strategies they use to navigate through complex sociocultural boundaries, and what possibilities exist for the American and Chinese educational communities to learn from each other. This important book offers educators an in-depth exploration and understanding of the growing relationship between Chinese and American pedagogical approaches and practices.

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