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**Reciprocal Learning in Schools and Societies:  
To What Extent Can Cross-National Educational Collaboration Help  
Resolve Current Global Challenges?**

**学校和社会中的互惠学习：跨国教育合作在何种程度上有助于解决当下面临的全球**

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**第六届东西方教育互惠学习会议**

**The 6th Annual International Conference  
on West-East (WE) Reciprocal Learning in Education**

互惠学习框架下的合作伙伴关系：共建全球教育愿景，扎根本土教育实践

**Reciprocal Learning as Collaborative Partnership: Global Visions, Local Practices in Education**

## Overview 概要

- As this amazing cross-national and intercultural project approaches its conclusion, it is appropriate to reflect on what we have learned from each other and to explore what contributions the various sub-projects have made to our understanding of education in general.

跨国教育合作项目接近尾声，我们应反思从彼此学到的知识并进一步探索教育的本质。

- My presentation will not attempt to synthesize the outcomes of the various projects – this is the formidable challenge that our very able principal investigators will undertake. What I will try to do is to propose some frames—or lenses—through which we can view the findings and conclusions of the various sub-projects.

今天我演讲的重点是通过提出一些建设性框架或角度，使我们可以从多个角度理解项目中的发现和结论。

- Three frames:**

- Reciprocal learning in partnership classes has been happening since the mid-1920s—what has the RL project added to our understanding of the potential of reciprocal learning? 对今后互惠学习项目的启发?
- What can reciprocal learning through education contribute to resolving the many global crises that threaten not only the stability and prosperity of our societies but also the very survival of the human species? 对社会稳定发展和人类面临的生存挑战提供哪些借鉴?
- Global collaboration is essential in order to resolve global challenges. Yet, competition and a focus on narrow self-interest is still the norm in international relations. To what extent have the RL projects provided a model of collaboration that might be applied to our broader global and social problems? 互惠学习为解决全球和社会性问题提供了一种合作范例?

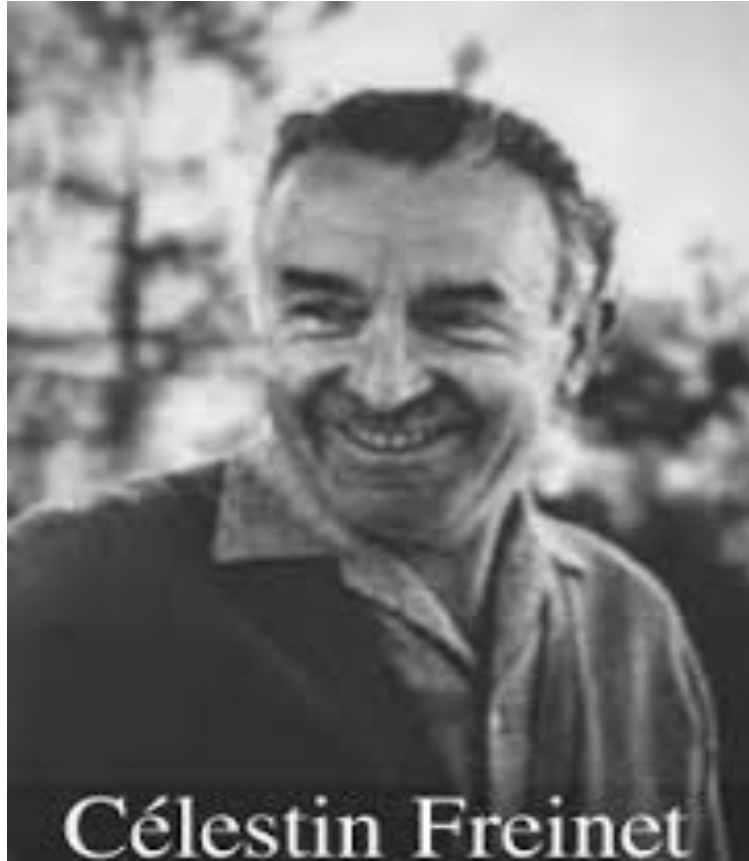
"When I walk along with two others, from at least one I will be able to learn."



“Maintenant, nous ne sommes plus seuls”

(Now we are no longer alone) 我们不再是孤独一人

Diary entry, Célestin Freinet, October 28, 1924



1896-1966: Started partner class connections in the 1920s using the French postal service to connect with a partner class

- The first documented RL/partnership class project was between two teachers in different parts of France, Célestin Freinet in a village school in the mountains near Nice and René Daniel from a coastal village in Brittany.  
互惠学习起源于法国。
- Using the printing press, the two classes produced books and newsletters of student writings to share with their distant partner class (as well as locally with other students, family and friends).  
学生们通过书籍报纸与远方的伙伴分享撰写的文章。
- The two teachers and their students also created “**cultural packages**” that they exchanged weekly by mail. The quote above from Freinet’s diary was written on the day they received their first cultural package from Brittany filled with fruits, dried flowers, perfumes, fossils, seashells, photographs, figurines, lace, ribbons, and folk costumes.  
通过邮政寄送“**文化包裹**”——装满水果，干花，化石，民俗服饰等。

## Some examples of RL/partnership classes 互惠学习案例

- By the time of Freinet's death in 1966, the Modern School Movement, which he founded, **involved 10,000 schools in 33 countries**. These schools carried out collaborative projects using the regular postal service to exchange materials and maintain contact.

由弗莱内特创立的学校现代化运动，在1966年已发展**33个国家的1万余所学校**，这些学校通过邮政发展合作项目。

- Another notable early project (1950s) involved Italian educators Mario Lodi and Bruno Ciardi's collaboration that involved co-production of student newsletters as well as exchanges of slide shows and audio recordings ('spoken letters'). Students shared folktales, proverbs, traditional games, and lullabies, analyzing differences and similarities between standard Italian and the two regional dialects. (**Legitimizing students' regional dialects in this way was highly controversial in Italy at the time**).

19世纪50年代，意大利教育家马里奥和布鲁诺也通过学生交流发展合作教育，例如学生分析标准意大利语和2个地方方言之间的异同（**以此种方式使学生方言合法化在当时的意大利极具争议**）。

- Another more recent project, entitled Dialogos, (Skourtou, Kazoullis, & Cummins, 2006) involved a variety of collaborative activities carried out between Grades 5/6 students in Rhodes/Kassos (Greece) and Toronto (Canada). For example, Students collaboratively completed a short story begun by Evgenios Trivizas (a well-known Greek children's writer) called The Dance of the Ostriches. **80 different stories were written**, some including both languages, reflecting students' attempts to use their second language in addition to their home language.

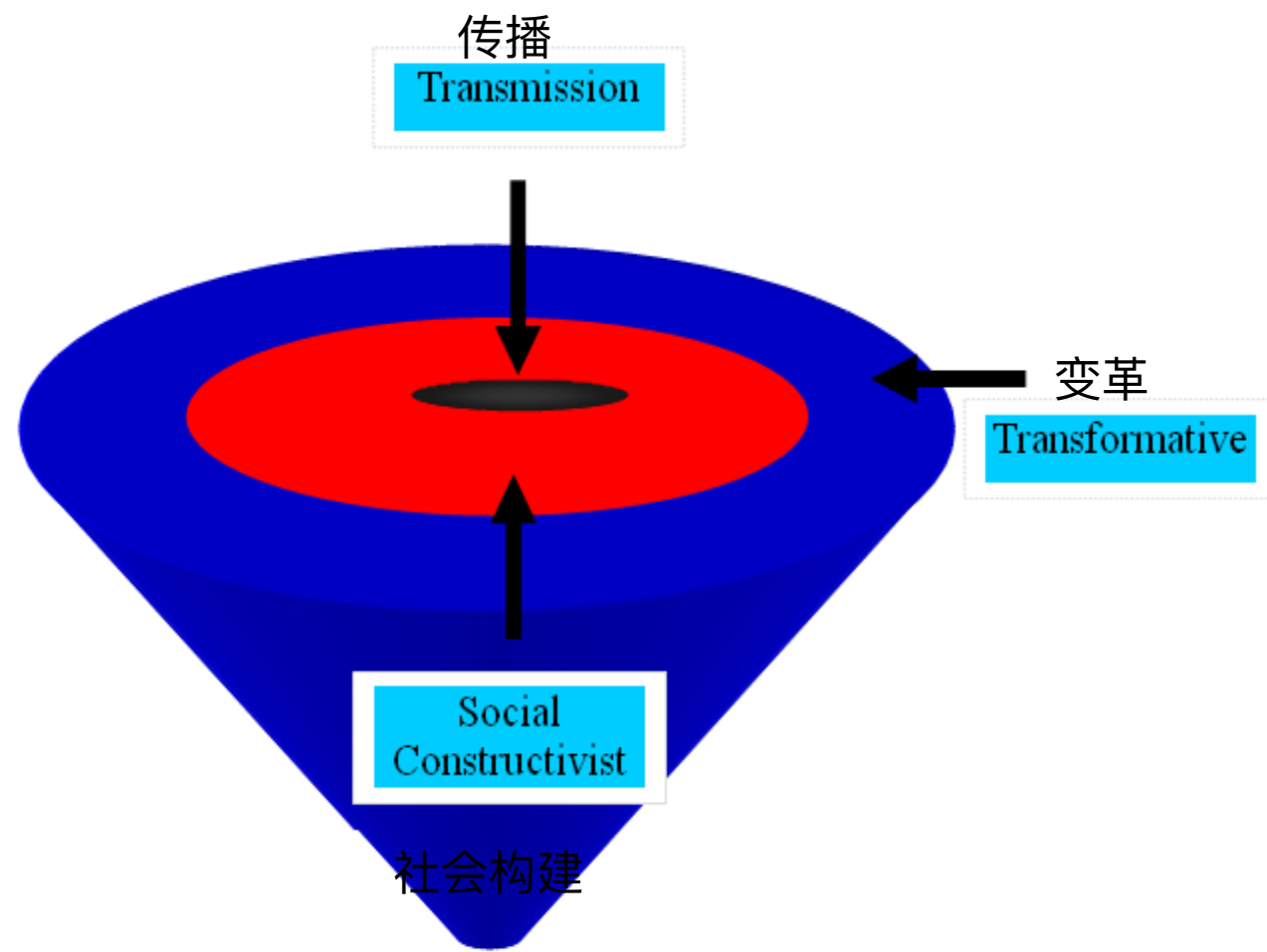
另一个近期项目是在加拿大和希腊5-6年级学生之间开展的一系列合作活动。例如通过希腊著名儿童文学家撰写的故事开头，由**学生们合作写出了80个不同的故事**。

## Framing the RLP Synthesis: 反思互惠学习项目：

What has the RLP contributed to the insights generated during the long history of collaborative partnerships between schools? 互惠学习项目为历史悠久的学校间合作关系带来哪些新见解？

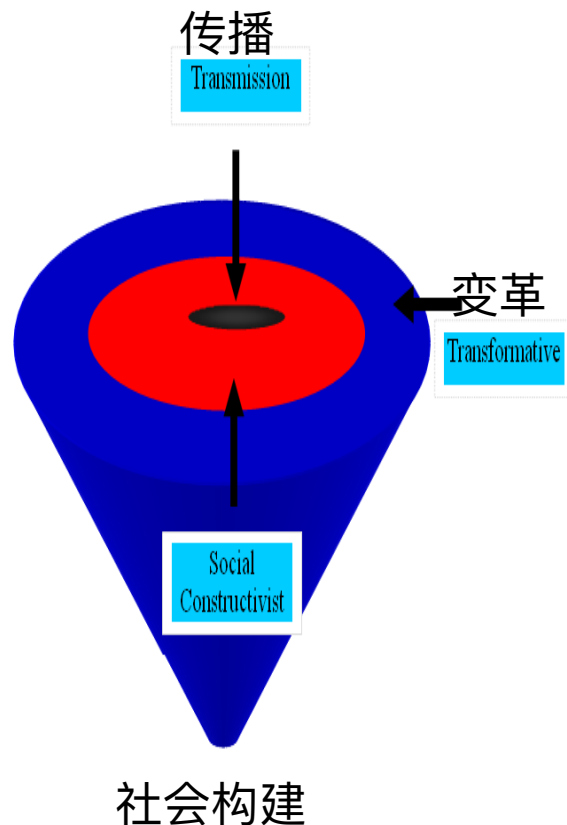
- Most of the previous projects focused on reciprocal learning have involved: 早期聚焦重点
  - Intercultural learning—students becoming aware of other cultural perspectives; 跨文化学习
  - Learning through concrete experiences and projects rather than from textbooks; 实践学习
  - Inquiring into one's own language, culture, and society in order to share with partner class students; 探究分享
  - Creation of some kind of 'product' for publication or sharing (e.g., creative writing, PowerPoint presentation, science experiment, newsletters etc.). 共同创造交流产品
- The following pedagogical framework, which emerged from the Dialogos project, could be used as a frame to analyze the intercultural collaboration of the RLP. The three orientations (transmission, social constructivist, and transformative) are **nested within each other** rather than being isolated or opposed to each other. 后期聚焦的三个教学方向（传播，社会构建和变革）**彼此关联**而非独立或对立关系。
- All three orientations are important, and none is inherently superior to the others; they reflect different perspectives regarding the **goals of education and the image of the student** we are trying to cultivate through our teaching. 以上三个同等重要的教学框架展现出我们对**教育目标和学生形象**的不同视角。

# Nested Pedagogical Orientations 彼此关联的教学方向



# Nested Pedagogical Orientations 彼此关联的教学方向

- **Transmission-oriented pedagogy** is represented in the inner circle with the narrowest focus. The goal is to transmit information and skills articulated in the curriculum directly to students. The focus is on expanding students' knowledge. **教学的传播方向**，即通过课程直接向学生传授信息和技能。



**Social constructivist pedagogy**, occupying the middle pedagogical space, incorporates the curriculum focus of transmitting information and skills. However, it broadens the focus to include the development among students of higher-order thinking abilities based on teachers and students co-constructing knowledge and understanding.

**教学的社会构建方向**，即通过师生合作发展学生更高层次的思维能力。

Experiential learning and student inquiry are central elements; influenced by educational theorists ranging from Dewey to Vygotsky. 核心为体验式学习和学生调研

Finally, **transformative approaches to pedagogy** broaden the focus still further by emphasizing the relevance not only of transmitting the curriculum and constructing knowledge but also of enabling students to gain insight into how knowledge intersects with social realities and power relations. The goal is to promote critical literacy among students. **教学的变革方向**，即使学生了解知识与社会现实和权力关系之间的关系，推动学生的批判性思考。

Freire is a key influence together with many others who highlight the importance of critical literacy, educational equity, and critical language awareness.

批判性思考，教育公平与批判性语言意识是重中之重。

## Marsville: An Example of the Three Pedagogical Orientations (Bonnie Bracey, 2000) 火星小镇案例

An example of a **social constructivist pedagogical orientation**: 社会构建方向的教学案例

- "In one NASA [National Aeronautics and Space Administration] project I did with my 4<sup>th</sup> and 5<sup>th</sup> graders called Marsville, we connected with other classrooms online to design a Marsville City. Marsville was a project-based activity where students created a prototype habitat for Mars. The children came together to learn and build their city and make their own living spaces using a variety of interdisciplinary skills. In the process, they learned creative problem-solving, cooperative learning and data analysis. We studied the systems needed to survive on Mars. We did not just read about it, we did it! It was exciting to see how such a project engaged my immigrant students who were still learning English and motivated their reading and science learning." 通过网络课堂与其他同学共同设计火星小镇，4-5年级的学生们掌握了诸如跨学科知识，合作学习和数据分析等技能。这个项目也激发正在学习英语的移民学生主动参与到其中。
- A **transmission orientation** would typically involve using a textbook to teach about the environment of Mars. 通过课本了解火星环境是教学的**传播方向**。
- A **transformative orientation** might involve examining the problems of human habitats on earth and the causes of these problems. This would involve researching local issues such as such as homelessness, violence, and poverty, as well as global issues such as pollution and climate change. The focus would be both on understanding the causes of these problems and what social actions can be taken to resolve these problems. 研究地球上人类栖息地问题与其产生原因是教学的**变革方向**，重点是产生原因与解决措施。

## Framing the RLP Synthesis

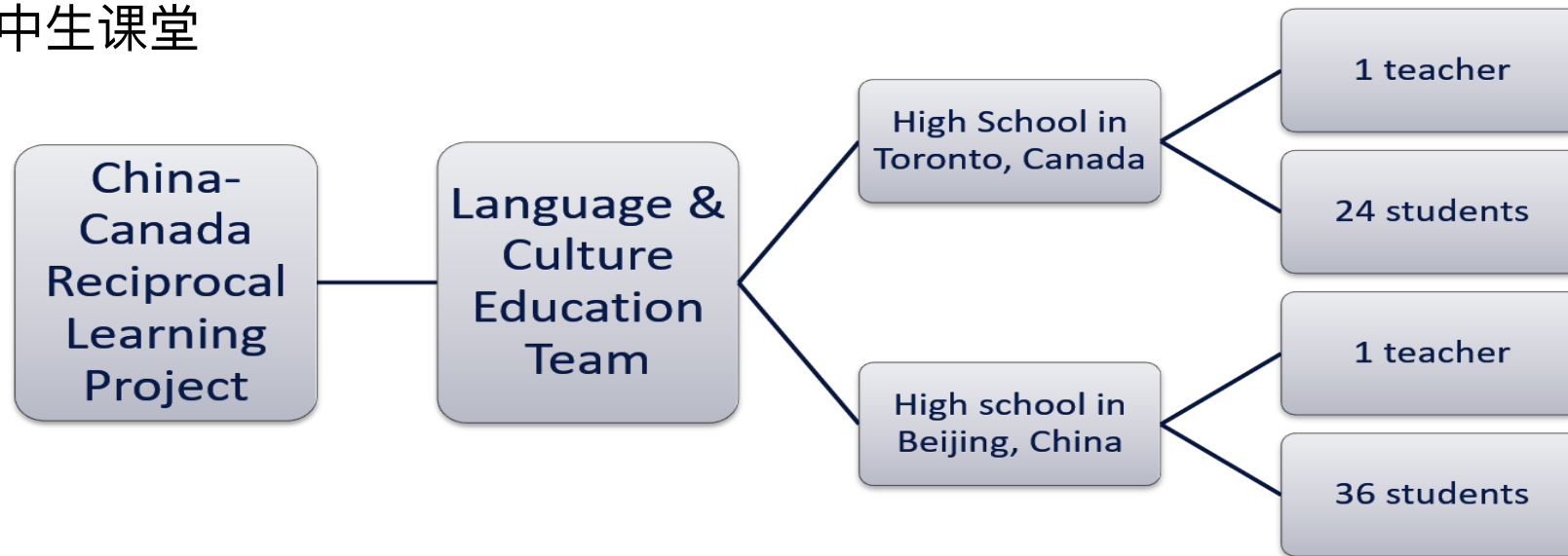
Where do the RLP projects fit within the pedagogical landscape mapped by these three orientations? 互惠学习项目与三个教学方向的关联性?

Example: Language and Culture sub-project (Tiffany Ng & Jim Cummins)

以语言和文化项目为例

Partner-Class Collaboration among Canadian and Chinese High School Students

加中合作高中生课堂



## Finding Common Ground between Transmission and Social Constructivist Orientations 在传播与社会构建方向寻找共同点

- The study examined the interaction of teachers during the planning and execution of their lessons, as well as students' communication during written exchange activities over the course of 5 months. Data were gathered through interviews with teachers and students and through classroom observation. 研究通过采访与观察的方式，考察教师对课程设计与执行的互动情况和学生写作交流情况。
- **Challenges included: 挑战**
  - Curriculum expectations with respect to English learning in the Chinese setting required coverage of textbook content. This meant that the collaborative exchange had to draw from the textbook content. 由于中方更重视英语课本内容，因此合作交流需要从课本内容中选取。
  - The pedagogical orientation of the two teachers reflected the different educational contexts within which they were working. In the Chinese setting the instruction tended to be teacher-centred and transmission-oriented while in the Canadian setting there was more of a student-centred approach with an emphasis on inquiry and critical thinking in relation to texts that students read. 中方教学以教师为核心侧重传播导向，加方教学以学生为核心强调探究和批判性思考。
- These challenges were overcome by choosing a folk tale from the Chinese English teaching curriculum that lent itself to discussion regarding interpretation by the Chinese and Canadian students. Students in both contexts also wrote alternative endings to the folktale. 通过中加学生为中国民间故事撰写不同结尾，这些挑战通过学生讨论解读故事而得以解决。

## Some Findings 一些发现

- Viewed through the lens of the pedagogical orientations framework, one of the conclusions emerging from the project is that **the social constructivist orientation in the Canadian class was reinforced and extended** by 在加拿大课堂中，社会构建方向通过以下途径得以加强延展
  - (a) a heightened sense of intercultural awareness as students interacted with their partner class; 通过与合作班级互动，提高跨文化意识；
  - (b) greater appreciation for their own language(s) and cultures; 提高对本土语言文化的认识；
  - (c) enhancement of students' motivation to write and students' perception that their writing had improved as a result of writing for a real audience of their peers in a different country. 通过与他国伙伴的写作交流，提高学生写作兴趣和自信。
- The focus of Tiffany Ng's study has been on the Canadian data, but it seems **that the transmission orientation within the Chinese class was extended somewhat into the social constructivist sphere** by activities such as students in both classes writing alternative endings to the folktale and discussing these alternative endings with students in their partner class (see Yang & Li, 2016). 通过双方学生改写故事结尾并讨论交流，中方课堂中的传播方向逐渐扩展至社会构建方向。

# Reciprocal Learning: Student Perspectives 互惠学习中的学生视角

(from Tiffany Ng, dissertation in progress)

- Statement A: I enjoyed learning about the lives of the Chinese students, the places in which they live and study, their customs, and their cultures. 我喜欢了解中国同学的生活，所在城市和文化传统。

67% agree; 25% strongly agree

- Statement B: I enjoyed showing the Chinese partner class students my own ideas, culture, and opinions. 我喜欢同中国同学分享我的观点与文化。

25% agree; 67% strongly agree

- Statement C: My English writing skills benefitted from the partner-class exchange. 通过与合作班级交流，我的英语写作水平有所提高。

67% agree; 17% strongly agree

# Reciprocal Learning: Student Perspectives 互惠学习中的学生视角

(from Tiffany Ng, dissertation in progress)

- **Affirm student identity 自我身份认同**

"[This project] gave me pride to being Chinese...because since I was born in Canada, I have always wanted to be white. Because that's the majority. And then now, I've read about [the Chinese students'] lifestyle and it's more colourful, and not dark, so I'm actually proud of being Chinese."

通过了解中国同学丰富的生活，我对自己的中国血统感到自豪。

- **Foster appreciation and understanding of others 欣赏并理解他人**

"[After the study,] I am much more impressed and understanding towards the education system and everyday lives of students in China. I appreciate how good they are at writing in English considering it isn't their first language. I could probably not ever be as good in French. I also am amazed at how much work they get and still manage to have free time to spend time with their family and friends."

通过交流，我由衷感到中国学生不仅英文写作水平高，并且能合理安排学习和生活时间。

## Some Implications 一些启示

- Collaboration between teachers with respect to sharing teaching strategies and curriculum content is perfectly feasible when both classes are operating primarily within a transmission orientation. 在课程均以传播为导向时，教师之间在共享教学策略和课程内容上合作是完全可行的。
- However, collaboration involving students in partner classes requires that the pedagogical orientation extend beyond transmission to include social constructivist and/or transformative orientations. 合作教学要求教育导向由传播向社会构建和（或）变革延伸。
- The simple reason for this is that for any student-level collaboration to work, students have to do something with the knowledge they have gained. 原因在于学生间合作需要以掌握一定知识为前提并付诸实践。
- Historically, the intercultural partner class projects that appear to have been most successful with respect to language, literacy, and content learning are those in which students 最成功的跨文化合作学习如下
  - ❑ generated new knowledge through collaborative inquiry, 学生通过探究合作掌握新知识
  - ❑ created literature and art (e.g., drama), and 创作出文学艺术作品
  - ❑ inquired into and acted on social realities. 调查社会并采取行动

## The Potential Challenges (for all societies) in Moving Beyond Transmission Approaches to Curriculum

### Learning from Jack Ma

Jack Ma, or Ma Yun, is a retired Chinese business magnate, investor, politician and philanthropist.

马云曾是中国商业巨头。

He is the co-founder and former executive chair of Alibaba Group, a multinational technology conglomerate. 他创办了跨国科技集团阿里巴巴。

Ma is a strong proponent of an open and market-driven economy. [Wikipedia](#)

马云坚定支持开放的市场化经济。



## Jack Ma's Interview with Charlie Rose about What He Learned from Intercultural Exchanges Davos World Economic Forum 2015 访谈记录：马云对跨文化交流的认识

- He talks about how he learned English in the years after Richard Nixon's visit to China when many western tourists came to China: 马云谈自己如何学习英语
  - "Every morning for 9 years, I showed them around as a free guide and they taught me English; **and I think that changed me.**" 通过9年间每天早上免费带领外国友人参观游览，我学会了英语——**这改变了我自己。**
  - "I'm 100% made in China—I never got one day of training outside of China. When people talk to me and say 'Jack, how come you speak English like that, why sometimes you talk like an American or western guys' - I think that was the 9 years." 练就地道口语
  - "These western tourists **opened my mind** because **everything they told me are so different from the things I learned from schools and from my parents.**" 通过交流，我开拓了视野，了解到一些与我从前所知大相径庭的事情。
  - "So now I have a habit. **Whatever I see or whatever I read, I use my mind.** I think about it for 2 minutes." 这就养成了**我对任何看到或读到的事物，都会用心思考。**
- He goes on to talk about how he got the name "Jack Ma".
- As you watch the video, think about the potential (and possibly the threat?) of intercultural exchanges and reciprocal learning to potentially **change students, open up minds, provide alternative perspectives to those learned from schools and parents, encourage critical thinking, and expand aspects of students' identities.** 跨文化交流和互惠学习对潜在**改变学生，开拓思维，多角度反思所学，鼓励批判性思考**等作用。



## Tensions Exist in All Societies and Many Cultural and Religious Communities Regarding the Potential of Intercultural Learning 跨文化学习与社会文化宗教之间可能的紧张关系

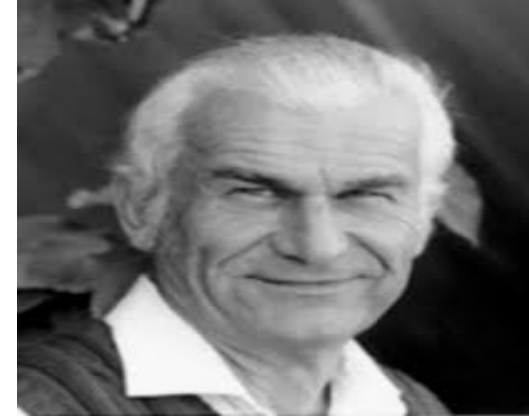
"Literacy is dangerous and has always been so regarded. It naturally breaks down barriers of time, space, and culture.  
识字的危险性在于文字打破了时间，空间和文化界限。

It threatens one's original identity by broadening it through vicarious experiencing and the incorporation of somebody else's [perspectives]. 通过了解体验他人经验，个人原始身份受到威胁。

So we feel profoundly ambiguous about literacy. Looking at it as a means of transmitting our culture to our children, we give it priority in education, but recognizing the threat of its backfiring we make it so tiresome and personally unrewarding that youngsters won't want to do it on their own, which is of course when it becomes dangerous... 文化的双重作用，它既可以作为传承手段，但也存在威胁。

The net effect of this ambivalence is to give literacy with one hand and take it back with the other, in keeping with our contradictory wish for youngsters to learn to think but only about what we already have in mind for them" (1989, p. 85).

结果是我们只想教给青少年我们所知的东西。



- James Moffett (1929-1966) in an article entitled **Censorship and Spiritual Education** (1989) highlighted the tensions potentially generated by intercultural education and literacy in general. 《审查与精神文明》一文聚焦跨文化教育与众教育之间的潜在紧张关系。
- He was reflecting on the reasons why a conservative rural community in West Virginia vehemently rejected an English language arts textbook series he developed. The textbooks emphasized intercultural perspectives and the development of critical literacy skills. 他撰写的英文教材强调跨文化视角和众教育，却被一个保守的农村社区所排斥。

## Framing the RLP Synthesis

To What Extent Can Cross-National Educational Collaboration Help Resolve Current Global Challenges? 跨国教育合作在何种程度上有助于解决当下面临的全球性挑战?

- Two weeks ago, the world witnessed the most profound example of global intercultural learning that has ever been documented.  
两周前，全世界目睹了有史以来最深刻的跨文化学习案例。
- On Friday September 20, 2019, millions of (mostly) young people in 185 countries joined together to demand that politicians take action to counteract the destructive impact of climate change.  
2019年9月20日，185个国家的数百万年轻人共同呼吁政府对气候变化产生的破坏性采取行动。

## Across the globe, millions join biggest climate protest ever

Young and old alike took to the streets in an estimated 185 countries to demand action



▲ 'We will make them hear us': Greta Thunberg's speech to New York climate strike - video

## The Power of Intercultural Exchange and Reciprocal Learning Is Illustrated in the Global Mobilization on Climate Change Initiated by 15-year-old Swedish Student, Greta Thunberg 由15岁瑞典学生发起的全球气候变化动员活动阐释了跨文化交流和互惠学习的力量

The message is not particularly radical: 信息并非极端激进

“Unite behind the science” 在科技背后的团结

For the past year, an increasing number of students in countries around the world have been striking every Friday to protest inaction on climate change, much to the anger of politicians in countries such as Australia and the UK. 过去一年中，全世界越来越多的学生在每周五罢课以抗议在气候变化问题上的不作为，这努力澳大利亚和英国的政客。

The response from the students has been: 学生的口号是

**“We'll do our homework when you do yours”.**  
**“当你们履行职责时，我们才会写作业。”**



Greta Thunberg strikes outside the Swedish parliament last summer.  
Photograph: Michael Campanella/The Guardian

## Tina Yeonju Oh - named in 2017 as one of Canada's top environmentalists under 25 2017年被评为25岁以下加拿大杰出环保人士之一

Schools are at a crossroads. 学校正处于岔路口

Contrast reactions in Australia and New York City:

对比澳大利亚和纽约市的做法

Australian prime minister Scott Morrison, November 2018: 澳大利亚总理在2018年说道

"What we want is more learning in schools and less activism in schools."

"我们需要学校以学习为主，少一些激进主义。"

New York City, September 2019: 2019年9月纽约市

Gave permission to the city's 1.1 million schoolchildren to skip school on September 20, 2019, and join the huge climate protest, one of 800 such events across the US.

2019年9月20日，纽约市110万学生获准不上课，参加大规模气候抗议活动，这是席卷全美的800个类似活动之一。



Toronto Star, September 19, 2019

## What Does All of This Have to Do with the Reciprocal Learning Project? 这一切与互惠学习项目的关联性？

- First of all, we are witnessing on the front pages of every newspaper in most countries around the world **transformative pedagogy in action**. 我们在世界各地的新闻头条上看到**变革教育的发生**。
- This pedagogy is happening for the most part outside of traditional schooling but still **fueled by intercultural contact and reciprocal learning on social media**. 变革教育通常发生在传统教学之外，由**社交媒上的跨文化接触和互惠学习**进一步推动。
- Ironically, it is the educators and policy-makers who are being educated by **young people who have done their homework** and have read the conclusions of scientific research (e.g., 97% of actively publishing climate scientists concur that climate change is occurring, and human activity is the major cause). 教育者和决策者正在接受青年人的教育，这些**青年人做了充足的功课**并阅读科学研究结论。
- The climate change protests create a dilemma for education systems around the world: **Should schools ignore, resist, or support students' collaborative inquiry into these (and other social) issues? Should educators join with students in their critique of an education system that excludes crucially important social issues from their curricula?** 学校对学生发起的社会问题调查应该采取何种态度？对于将重要社会问题排除在教学之外的教育体系，教育者是否应同学生一道发声表示批评？
- Similar issues arise for the RLP—how do we position the reciprocal learning and intercultural exploration that has gone on within the project in relation to these broader manifestations of reciprocal learning and intercultural education? 由互惠学习项目出发，我们如何在更广泛的界限内定义互惠学习和跨文化教育？

**Another Lens through which to View the RLP:**  
**The Tension between Competition and Cooperation in all Spheres of Human Existence**  
**从另一个视角反思互惠学习项目：普遍存在的竞争与合作之间的压力**

- The climate protest movement reflects all the goals of the Reciprocal Learning project - global partnerships, collaboration and reciprocal learning across borders, boundaries, and differences. 气候抗议活动所反射的互惠学习项目目标：全球合作，相互借鉴等。
- But the project takes place in a context of universal tension between competition and cooperation that has characterized humanity since the beginnings of its evolutionary history. 项目处在普遍竞争与合作压力的背景中。
- Economic and military competition has always been dominant theme in the relationships between countries, and competition between students is built into the structure of most educational systems around the world (e.g., competitive examinations to enter universities, educational competition between countries [e.g., the OECD's PISA project] in order to gain an economic edge, etc.). 类似于国家间经济与军事竞争，教育体系中也引入学生竞争。
- In the past, tests and examinations that define students' futures have ensured that students stay "on task" and off the streets. Will this also be the case over the next 10 years? 考试曾决定学生的前途并防止其不务正业，未来也会如此吗？
- Despite the dominance of competitive rather than cooperative orientations in many spheres of life, it is clear that the future of the human race may very well depend on the extent to which we can cooperate across borders, boundaries, and differences. **Education has a crucial role to play in promoting and modeling the cooperation required to resolve global social problems.** 在推动和解决全球社会性问题中，教育的作用至关重要。

## A Proposition for Discussion: 讨论议案

Intercultural partner class projects in the future will reach their full potential to stimulate learning only when they include the full range of transmission, social constructivist, and transformative pedagogical orientations 为充分发挥跨文化项目的潜力，未来研究需同时包括传播，社会构建和变革教学方向

CLIMATE CHANGE NOW

### India is putting Canada's climate change plan to shame

As India is celebrated as a global leader in the fight against climate change, Canada is missing its targets badly—and needs a far more ambitious plan to do its part

by Stephen Leahy Sep 20, 2019



Imagine the possibilities for promoting students' engagement in science, mathematics, social studies, and language learning if partnership classes were enabled to focus on issues of crucial national and global significance. 伙伴课堂将聚焦于重大国家和全球性问题

### Beijing's air quality improvements are a model for other cities

Decades of hard work and trial and error have seen significant improvements in the city's air quality. A new report outlines these efforts and the ambitious steps Beijing is taking to continue to reduce air pollution.

by CCAC secretariat - 9 March, 2019



## Jack Ma on the Future of Education and the Limitations of Focusing Only on Transmitting Knowledge 马云对未来教育和传播局限性的思考



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