had had two weeks of lectures using each of the four teaching methods, an investigation was conducted to find out (on the basis of pre- and post-data) which teaching method the students preferred and which they felt was the most effective in helping them understand Korean history.

The results showed that the AVTM (for second- and third-year students), the HLTM (first-year students), and the CHTM (fourth-year students) were initially preferred. However, after two weeks, the second- and fourth-year groups preferred the CHTM; the first-year students also showed an increased preference for the CHTM, although the HLTM remained their favorite. This seems to indicate that the CHTM was most effective in helping these Chinese students to understand Korean history and accommodate the Korean viewpoint. As discussed above, history textbooks tend to describe a country’s own history from a self-centered perspective, and history education also tends to emphasize the superiority of “native” history. These approaches may lead to the delivery of conflicting information from the perspective of foreign students. This phenomenon can be observed more often in countries that have or have had antagonistic relationships. Thus, the results of this study also imply that discretion should be used when teaching Korean history to non-Korean students, particularly from the countries in the same cultural sphere as Korea, which may have their own long-established perspectives on historical events.

In ancient times, China and Korea sometimes had a cooperative relationship and sometimes a relationship of conflict, even war. As a result, each country’s ways of recording and telling this history have come to emphasize its own superiority, which may hamper students from the other country (or third countries) from accommodating the history at issue. According to this study, the CHTM holds the most promise out of several teaching methods in helping Chinese students accommodate the Korean view on history.

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