

## Bayview: Joel's transcript

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1 A: Interviewer (Tracey)

2 B: Interviewer (Marty)

3 C: Interviewee (Joel)

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5 Marty: We've done two interviews, and since then, we shifted kind of the focus, and  
6 so...we're going to...you know just have an exchange about Humanities I in Action, and  
7 what we're building towards is...working on a...kind of educational journal piece that not  
8 everybody will read, but it's so exciting for us...it's a great way for us to say what really is  
9 um...Humanities I in Action...

10

11 Joel: Thanks for inviting me to be a part of this.

12

13 Tracey: Oh, thank you for spending the time, and if you feel like jetlag's coming in, just  
14 you know, breathe deeply and...

15

16 (Laughter)

17

18 Marty: So, it works best for Tracey especially that...kind of lead the questions and it's  
19 a...interpretational thing that I know, you know, yet bother...(inaudible)...

20

21 Tracey: So, our study is about global education which we're gonna just give you a very  
22 broad definition. Global education is simply speaking how teachers and schools prepare  
23 students to be participants in an interconnected world. Very broad. So as we go through  
24 this interview, I'd like you to, we'd like you to focus on what you believe students should  
25 be prepared for to participate in world. And um...also about your own perceptions, it  
26 might related to teaching Humanities I in Action or just about, teaching about the world  
27 in general. Okay? Um...we're gonna have to get your consent on the record. So, do you  
28 agree to be interviewed and to have your thoughts transcribed and if this is uh...submitted  
29 for publication, do you consent of that?

30

31 Joel: Enthusiastically, sure.

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32

33 Tracey: Okay, your identity will be kept anonymous, I'll get the formal protocols and get  
34 them to Marty for you to sign.

35

36 Joel: Perfect.

37

38 Tracey: Alright. So, we are exploring how teachers understand the term 'global education'.  
39 When you hear this term, 'global education', what comes to mind?

40

41 Joel: Well, immediately it relates to helping students to expand their world view. That's  
42 probably the first thing that comes to mind, I think of...um...students in my home town,  
43 you know, back in California, who which gotta find Hong Kong on the map. You know  
44 be able to understand the issues, what is taking place there, so...so I think probably the  
45 best advice that I got from the college professor was that that my task in going to  
46 university and beyond was become an educated consumer of information, to be able to  
47 know what to leave in, what to leave out, to be able to understand how to...how to pull  
48 from different ideas and be able to um...to make my own way of productive way, in a  
49 way that has value, and a way that makes the globe better. So I think you can certainly be  
50 educated about the world um...and become overwhelmed by it...(Tracey: Right, right.)  
51 because it comes whether a...but I think it is that the global education that has an  
52 optimistic and hopeful um...I think purpose behind it um...I think I think gives you a lens  
53 to be able to look at those difficult things, um...in a way that kids can accept and as a  
54 teacher yourself that you're not just passing on um...sort of the words of the world to  
55 them, ...how you deal with it, but but actually invite them into a prospect and to share that  
56 with them.

57

58 Tracey: So, I like the phrase an informed consumer of information, so it is something that  
59 you...you try to apply for your own teaching.

60

61 Joel: Yea, definitely, I mean I think that um...you know, it doesn't take long to look at any  
62 issue to see if there...there're multiple perspectives on the issue, and there often comes to

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63 conflict with each other. So, and then they give an issue, so, I think that...um...the often  
64 time which curiously found somewhere between the two exchange, you know so find  
65 people that...um...believe that every, take the issue of global warming, there are people  
66 that deny that, and it's a climate change it's a kind at all, so that's for um...no change is  
67 needed, whatsoever in terms of lifestyle would be very resistant to any change, even if it's  
68 productive and um...and actually you cannot agree (inaudible) so they just dismiss in our  
69 head. There is another group that sort of want everyone to live, or not live at all, would  
70 want to say that human beings are...place in the planet, so...so somewhere between these  
71 two extremes is the truth that you can live with, you know, and I think that students sort  
72 of need to grab the multiple perspectives in order to become educated and to have  
73 some...(Tracey: Right.) you know what they take and what they need.

74

75 Tracey: Okay. I'll get back to that again later. Meanwhile, here is some photos, here's a  
76 lot of them actually. So, take your time to look at them, and here is the hard part. I'd like  
77 you to think of uh...pick three photos that you feel captures what you understand and...or  
78 feel is important about global education.

79

80 Joel: Okay. Only three.

81

82 Tracey: Yea.

83

84 (Silence)

85

86 Joel: Okay.

87

88 Tracey: Which are your top three.

89

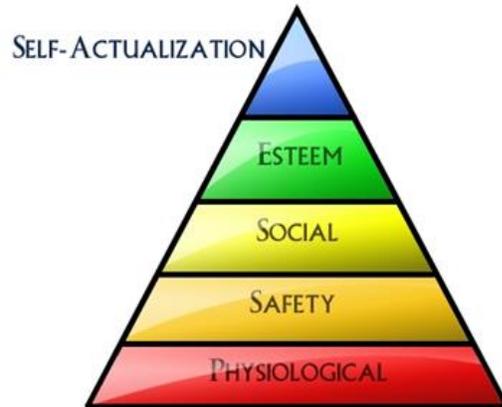
90 Joel: Photo number 8, the skills of self-actualization, photo number 4, the skills of  
91 transnational issues and actions, and photo number 5, educating girls.

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Photo 8: Identity, self-actualization



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Photo 4: Transnational Issues and Action



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Photo 5: Educating girls



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98 Tracey: Okay, could you talk about these three photos that you picked and why you  
99 picked them? And what you see in them and why you...

100

101 Joel: Well the first and the easiest for me to pick was um...was actually photo 5,  
102 educating girls, I feel like that is um...is what actually fundamentally lacking in a lot of  
103 the development issues. Um...development issues there are a lot of countries (inaudible)  
104 because...you know sometimes you will tell students if you want to, if you want to have a  
105 country that is distant from poverty and inequality, do two things, um...find a land lock  
106 location, like geographically and second, treat them like garbage, treat them horribly,  
107 that's uh...that seems to be the secret, for having a country that is...so...

108

109 Tracey: What made you say that? Well, I mean, I agree, but what made you say that?

110

111 Joel: I touch Geography for a long time and if you look actually at all of the countries that  
112 are in...in other parts and have the lowest quality of life and that's, they are almost all land  
113 locks...understand or chat if you'll be even...but also the issues related to women are  
114 always, you know, if one in...in...the former educated, if you've lost half of your potential  
115 work for it, so half of your potential great ideas that could come with it. (Inaudible)  
116 women as economic producers that...that are able to take care of...and they are not seen as  
117 primarily, you know sort of uh...for the function, you know, raising kids and  
118 having...having a large family so...they have a different economic value within the family.  
119 So, um...so I think it is related to a lot of social issues, this just...So, I think that jumps up  
120 to me first because they are practical and something that I think our kids can get involved  
121 to it, and have they involve to it, when they see the value of educating girls is a winner,  
122 100%. Um...

123

124 Tracey: I...go ahead, go ahead.

125

126 Joel: Um. Um...I think the second one...um...I took a bit longer to come to this but in  
127 terms of identity and self-actualization, um...you know I think I think students just  
128 develop normally as teenagers or desperately trying to figure out where they fit, and who

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129 they are, and um...again the issues will much large to them, so, and this is a life question  
130 to result that there's a particular state of mind where a lot of their um...contemplation  
131 about that is gonna directed and realized, so I think understand in what their value, who  
132 they are, what the families' value, where that diverge, where that double sides can  
133 harmonize with those um...it's really central, um...if you understand who you are and you  
134 are why...and how you accomplish that why, that's a lot of...there's a lot of different ways  
135 to accomplish a good purpose, but if you don't your self-identity and purpose in life, you  
136 stuck to know where you go from there.

137

138 Tracey: My question is I really like how you explain how um...looking at the issue of  
139 girls connects a lot to social inequalities, right? And poverty, to look at those issues. And  
140 then here I also like identity, how come those are relevant to global education?

141

142 Joel: Well, I think two reasons, one is that um...the participants in the global education  
143 are the students themselves, I mean that's uh...that's the point is not to dispense  
144 information but to actually transform the students and give them a greater lens to see the  
145 world and be able to um...to engage it. Also, um...half of my students typically are girls.  
146 There's a sense in which their...there's a relatability and the other half of my students tend  
147 to be boys that don't necessarily relate to and understand this issue very well. So I feel  
148 like there's a relatability start to just in a sense of human nature, the students... in terms of  
149 global issues, when you see some of the injustices that are done towards girls, I think  
150 that...all of the kids want to step up and they want to be a hero, they want to come to  
151 rescue, awaken something inside of them that make something well. It is completely  
152 injustice that these girls don't have a right to in education that someone came through and  
153 destroy the schools, you know, but...I mean, in certain parts of the world, it's far more  
154 likely to be um...you know, (inaudible) together and then there're a lot of social problems  
155 there as well. So um...you know, there...there just so many um...and then you talk about  
156 multiple perspectives and multiple um...so case study is where this current...current in the  
157 same way, everywhere. So, I think there's a...as a human interest part to...there's a  
158 relatability, um...and there is...and then also I think they double back to each other, so,  
159 sometimes I've done it in the past whereas students read articles from a young woman

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160 who is in India but she's talking about arrangement, somehow it's such a better idea in her  
161 mind set than the love match that's under the United States. Well, so I start with the  
162 classroom (inaudible) look so comfortable if your parents choose your life partner and all  
163 of them. How to say...without exception, I've never had a class where anyone raise their  
164 hand to think of this idea. But by the end of the article, they can see that there's  
165 some...there is actually some value in that. And they can understand that perspective and  
166 so, through the lens, through the lens of someone, um...someone being able to share,  
167 share their experience. You know, so, there's so here, I mean you've got Malala here I  
168 mean, so like, I think I think for our students, they're...busy you know, I like to  
169 think...people in sports, people in pop culture that have you know...the over page from  
170 very trivial pursuits some of them you know. (Tracey: Yea.) Um...you know, in my  
171 judgment, but but you've got someone like Malala that you can put to to someone that  
172 taking bullets in their head, and came out and it's still speaking with grace and  
173 intelligence so... and compassion, and um...and it's thing I mean, that as students think  
174 about who they want to be in the world, um...it's pretty good. They need people around  
175 that they can look at to, and they could say that's...that's how I want to be remembered,  
176 that's what I want to be.

177

178 Tracey: Okay, what about photo 6?

179

Photo 6: Religions



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182 Joel: Yea, so photo 6 for me, the reason why it jumped out is there um...the social issues  
183 that related to you know humanities and just the destruction of the environment, and  
184 natural disasters...I think um...students right now, I mean I talked to them about  
185 how...time, talent and treasure, so they have time, some are less in Hong Kong, it  
186 seems...then back in California, but the students have treasure, maybe more in Hong  
187 Kong than in California. Um...and they have talent, they have amazing talent and forming  
188 them to be able to develop your talent in a way that suits someone else's need, um... I  
189 think it's a powerful life lesson for them. I have students that now are engaged and I mean  
190 there...they become lawyers, they become you know, some kids, politicians, they become  
191 um...workers...student who right now is...work in Africa and serving there after  
192 um...studying the class. they can see how, who they are um...and what they value and the  
193 talent and skills that they have, can apply to issues around the world. So, maybe  
194 they...maybe they're great graphic artists, but, and there's some organization out there is  
195 fighting the air pollution that just really need their skill, they need their gift and so...I  
196 think that we give kids a chance um...to...to...our type of global education to expose them  
197 to good work experience done, help them to think critically about why it matters  
198 and...and a lot of them in that 300 choose something, that is in my understanding, their  
199 passion and try to help them to align their passion with their skills and ability and the  
200 need. And when those come together, then you're alive. Um...then you...then that self-  
201 actualization really comes comes...um...in the focus for them in a great way.

202

203 Tracey: So, I'm...you've been referring to some of the things that you do in the classroom.  
204 Focusing on Humanities I in Action in particular, can you describe the broad objectives  
205 of this course and uh...how they relate to what you consider to be global education.

206

207 Joel: Oh, wow, three questions, the course is designed around global education. I think  
208 the course really is um...is at the heart, a course that's trying to expose students to a  
209 broader aware world issues. We start um...we start giving the past with unit um...in a  
210 central question 'is ignorance best?', is it better not to know. And they're freshmen when  
211 they come into the course so they are aware that they...they have got some knowledge but  
212 the thing is going around. They don't...they don't really know about and um...and we you

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213 know, we started about with a question of um...of chocolate, is chocolate something that  
214 is um...that's...how to say it like...is the chocolate that you eat, do you really think about  
215 where it was produced and who produced it and that people who tied to that consumption,  
216 right? 'Cause kids love sugar, who doesn't, right? But actually we don't think about the  
217 cost associate with it, and so...if you, if you knew the cost associate with it, right, if you  
218 want to...in the chain, and in order to get your chocolate bar out, someone had to be  
219 beaten, right, next to the vending machine, you'd probably imagine sells would go down,  
220 no matter you willingly pay for someone else to be harmed, but, but because we're  
221 ignorant about that, we don't know about that, we see there's no choice involved at all.  
222 And so, and I think students is...well, so, to relatively say this topic to enter into the  
223 conversation, who hasn't had chocolate, and who hasn't ever had a crave for it, and um...  
224 do I wanna support fair-trade, or do I wanna support something that's you know,  
225 potentially harmful. So, so, we start with that question, ignorance, and um...and I think it  
226 awakens in the kids, their desire to know more, they want to know, who own the  
227 chocolates, if there's a chocolate involved, the chocolate, what else are the choices  
228 involved to it. Um...is it...and I think for them, is there coming their own education, and  
229 be able to make choices and um...be wise consumers of international ideas and...just  
230 think...um...I think they...that broadening their perspectives is really important to them.  
231 So, often in mind, I think to...I think in a different way. So it doesn't really stop there. It  
232 actually does deeper...than um...than chocolate. We talked about the horse in the world  
233 that are things...they're not bed time stories, they really actually...you know, tragic side of  
234 stories. The current in the world that um...that each 14, 15, they're hard for students to do  
235 with. They're very very difficult stories, they're true stories. They're only...I think we  
236 don't visualize it, but we...listen, we listen to suffering in the world, and we try to say,  
237 well, what is that that human's suffering, like because our kids are...in high-end. They  
238 live in the most comfortable luxurious lifestyle that anyone on the planet ever has lived in.  
239 And certainly even for...within our own time, we've got like...the...um...the 1% of the 1%  
240 is in this something that we can talk about, that who we are, so the question is...you know,  
241 they've all seen Spiderman and they know that with great power, it comes greater  
242 responsibility, right? And they don't, and I think starting to put their lives into  
243 perspectives and understand, wow, for some reason, I was born into great great wealth.

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244 And um...and so I can use that to just consume or I could use that to...um...consume in a  
245 way that...that's wise and caring, and actually makes that world a better place. And I don't  
246 think they...many of them don't really understand the choices can make the world better  
247 or make the world worse. They just think that they're just choices. They...that...that...of  
248 course, but whatever...we consume until we can't consume anymore, and we get the way  
249 and we get in two more steps. And that's how they...that's how they groom the thing. And  
250 so, this part's challenging in this subject, to say really actually there're people on the  
251 world that...no...(inaudible) He has 50 items, that's all. Here's a hammock, there's some  
252 clothes, you've some basic...it's possible there's movement going on...people are living in  
253 a minimal lifestyle. (Tracey: Right.) Like we're not...we're not encouraging kids to go out  
254 and just...you know what, but, but...they need to be able to answer the question for  
255 themselves, how much is enough...um...and so, if they can answer that question, then they  
256 answer the question already then...it's...it's totally fair for them, they know, like...never  
257 again. So, so I think that...the course kinda help some personal boundaries and then  
258 um...and their...you know, and their mindset. Some...

259

260 Tracey: Do you teach other classes in the Humanities department?

261

262 Joel: Um.

263

264 Tracey: So, how was this course different from like Huma...the regular Humanities  
265 stream?

266

267 Marty: Or you may wanna talk about you know, the work in World History?

268

269 Joel: Yea. Okay.

270

271 Marty: Whatever that makes... this comparison for you.

272

273 Joel: Well, I think, you know, so this school is...um...you know, the alternative for  
274 AP...AP or IB school, right? So we have um...so we're definitely an AP school, I teach,

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275 large scale, AP World History. So, AP World History is a course that's really at college  
276 level course that's taught in high school. So, I think that helps kid students to get a college  
277 experience in terms of the...this scope of the content that they read on. And then it  
278 becomes much more formed about...about what's happening regionally in different places  
279 in the world. It doesn't really focus on any sort of the action base on that. (Tracey: Right.)  
280 It just focuses on um...um...I'm considering the con...the content...sort of analyze in  
281 it...um... I think that...when you teach about you know, sort of um...imperialism, naturally  
282 there're some questions that come out about...do you think this is right, do you think this  
283 is fair, do you think...you know...and I think these are...these are important questions to  
284 ask with the...they're not to be tested on that at the end of the year. They're gonna be  
285 tested on how people responded to it. They're gonna be tested on...and so I think it has a  
286 value in terms of helping them to process information and to be able to think about  
287 um...you know, to learn how to read more effectively, to write more effectively, to think  
288 um...think...understand multiple perspectives and to think more broadly about the global  
289 world history. So, I think they have more access for it, to be able to say, oh hold on,  
290 I...okay...so Malala is in Pakistan, do I understand what Pakistan came from...do I  
291 understand the...you know, the broad history of the country...do I understand like where  
292 Pakistanis ever exist over 100 years ago. No, right? So, like, so, and so they...so I think  
293 in...in that sense, you know, they can understand some of the...maybe even the cold world  
294 issues that...led to several reactions against you know, western powers, you  
295 know...and...so, so yea, I mean it had some value but in terms of um...any application it's  
296 just...the application is being able to show that you can analyze texts. (Tracey: Okay.)  
297 And uh...and recall and to make sure you recognize concepts. That's towards the test is.  
298 So by contrast, I think Humanities I in Action um...certainly does expose students to  
299 um...um...to concepts and to analyse this context, but um...but application is much more  
300 that's the heart of the discussion. Just think what does this mean to me...(Tracey:  
301 Right...right...) So...versus just what does that mean...so that's I think it has both, um...as  
302 a result, I would say that the breath across the AP World History is honestly 100 times  
303 more than a course like Humanities I in Action but the depth in Humanities I in Action, I  
304 would say, equally greater than AP World History in terms of the...you know, so that the  
305 core concept that you focus is case studies, (Tracey: Right.) study those deep, down and

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306 down, the deepen into the topics. And the reflection tends to be much more have an  
307 outcome that is much more um...transformational students. You know what, in AP World  
308 History, they...you know, we read about South Asia from 40, 50, 70, 50 and  
309 they...they...read these stories, and I think look at the patterns, understand the history but,  
310 but the expectation is not that, your life would be transformed by it. (Tracey: Yea.)  
311 And...however, I would say that kids who've taken Humanities I in Action are more  
312 likely to see the connection and the value between these. So they're more likely to be  
313 able to take the...um...that expectation that when you learn, you try to apply it into their  
314 other courses, so definitely not...but that happens in side conversation towards, they're not  
315 central conversation, there's so much content that need to be addressed in the course  
316 that...that's gonna happen with an email or...side conversation about you know...  
317  
318 Tracey: But that's still powerful. I think a side conversation showed that the students are  
319 still thinking about it, even when they're not in the formal curriculum. (Joel: Yea.) Right?  
320 That is really resonate with them thinking about it outside of school, or I remember one  
321 um...another teacher said that, she thought Humanities I in Action gave um...the students  
322 these issues that they could really grab with and hang their learning in different places.  
323 And it makes sense. (Joel: Yea.) So, it's like big issues that really resonated with them.  
324 And you...sometimes you couldn't see it in the classroom but you see it over time, so...do  
325 you think...do you...how long have you been teaching this?  
326  
327 Joel: One year...  
328  
329 (Laughter)  
330  
331 Tracey: I forgot...okay. So maybe you can see it through...I mean...  
332  
333 Joel: Yea, well, I...I...taught a course called um...it's...(inaudible) (Tracey: Right.) So very  
334 similar in terms of like the...um...I think the nature of what was taught, the difference  
335 really was we did service, we certainly did service learning, but we focus on key  
336 organization of the classroom, round and round, we did benefit concerts, we did...um...so

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337 there was an action component, I mean we went out to plant the trees, so we went out and  
338 did things that we're actively like in our community, we did...we're just...so, there was, it  
339 was a class where there is a lot of outing for service, so what are we gonna do with  
340 this...and we were...we're always looking for that. And I think that came to me from my  
341 first year of teaching, I taught a Geography course and another student came out to me  
342 and said, Mr Bryant, listen, I really look forward to coming to class. I like you as a  
343 teacher, I think it is great. But I (inaudible) so sad...(Tracey: Yea.) and um...and I...it's  
344 really striking I don't remember her name but then she...you know, have this...it stayed  
345 with me all summer long, and it was like the second semester and really maybe think  
346 about it. And I thought wow...I mean we're talking about over population, talking about  
347 you know, things that really matter, but what we're doing about it...you know, so um...so  
348 really thankful that I was able to find um...a couple organizations said...really bought into  
349 and um...and you know, one of them was uh...Harvard International...(Tracey:  
350 Right...right.) So, so...our students, when we took a look at the issue of poverty, we also  
351 looked at some viable solution to the...to issues that they can get engaged with...taking a  
352 group of students to stay overnight in the Harvard compound and um...and they divided  
353 us into different groups, some lived in the slums, and some lived in a slightly better area  
354 and then some stayed in uh...sort of a bamboo structure you know. And so...all kids have  
355 food that would be likely for people in different contexts to be able to um...eat...and then  
356 also our kids, there is proportion to be pregnant um...and they should...like a water  
357 balloon and you have to care for the water balloon. And these kids, they stayed in a slum,  
358 and the dirt under the...but I mean, one of my kids went on to um...to press in, she still  
359 talked to me about it. She talked about her experience there and it's...you know...

360

361 Tracey: And it came part of your Geography class?

362

363 Joel: Yea...yea. Before coming here, so when I...when I try to teach Humanities I in  
364 action, because I felt like I was entering in around people who are master politic, and the  
365 things that we are able to do um...and...step into in terms of the long stand and tradition  
366 maybe and then here like the Foshan trip is um...absolutely like transformational for kids.

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367 My daughter will be taking Humanities I in Action this year. Um so, it's real for her,  
368 really excited.  
369  
370 Tracey: That's good too that's both of you will have that...that common experience.  
371  
372 Joel: Yea. Yea. 'Cause she's very bookish, I mean she will read everything under the sun,  
373 she just...she just...she loves to read, loves to write, that's what she's that. But she...she's  
374 also sometimes kind of strong, and I think kind of the whole thing that I am planning, I  
375 just wonder what so strong would be like for her because um...you know, I think for me,  
376 it's been, I was able to sort of took...to help organize the trip for um...for another one of  
377 my classes. So, I say or else I teach...traditions, another thing that Marty and I have been  
378 talking about for awhile and some others is that it's...so we don't really have an action  
379 component to our religion courses, right? We teach about religion but we don't, and we  
380 talk about like the importance of compassion, but we don't necessarily give kids the  
381 chance to experience, you know, service and...and try to help them awake in that  
382 compassion. And um...so many kids are really surprised to see if there is any connection  
383 between caring for orphans and Christianity, which seems like uh...you know, I  
384 think...(inaudible) (Laughter) so...and so for them, they're blown away that...the Christian  
385 faith is uh...is one that embraces and encourages and supports and maybe fundamentally  
386 you know, it shows them that maybe some expressions, Christianity or like...are not great  
387 representation of what actually, what actually there and describe in terms of that  
388 experience of other people, help that they would learn to transform their lives 'cause it  
389 has to make it in the world what it needs to be. They can understand the gap, but they  
390 didn't...necessarily see the pathway to go in that way, and then it was. So...in their action  
391 and taking care of the poor, and so, I think you know, when, when I...it seems  
392 students...there is a girl that I worked with to...back to years ago, there was I think...still  
393 an issue, but there was an issue with slaves, there are people there insult them slavery.  
394 She sold her car, so that she could buy the freedom of like a dozen people that were in  
395 slave in Sudan. (Tracey: Wow.) And when you see someone is...um...whose faith leads  
396 them to do something that is very tangible, like I don't need a car, my parents can drive  
397 me...I'm probably better-off with that. You know, this car...it's okay. To think about

## Bayview: Joel's transcript

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398 um...'cause what if everyone who had extra stuff to...could...could transfer that to people  
399 who don't have enough. And um...I think um...

400

401 Tracey: Can I just interject here, you're talking about service and the Foshan trip, and  
402 um...I was just wondering how would you compare that service component that's tied to  
403 um...Humanities I in Action in the religion courses? How is that different to...HKIS and  
404 service on Saturdays, or the in-term trips, do you see that there's a distinction or...?

405

406 Joel: Well, Foshan happened that with a context of...of the course. And so, it's...even  
407 when the trip occurs, it's very intentional, I mean the place that at a point in time in the  
408 curriculum where...where the issue of suffering is...is...really being addressed and the  
409 humans' stories you've read, you've read humans' stories about suffering. Now, you meet  
410 kids who have much (inaudible)...you see that and you think this is injustice, it's not right.  
411 The world has to change. They're like, you know, that's, honestly that's why I thought  
412 about summer, I mean I...I um...don't put this in the report, but I...I...I snap the picture  
413 one of the boys who is um...who...how the connection was...and we thought he's maybe  
414 passed away, but he was there. And when he saw me, he would repeat everything I would  
415 say.

416

417 Tracey: He recognized...

418

419 Joel: Yea, so I was walking pass through the (inaudible) 'cause he looked up at me and  
420 said 'hey buddy', which gloom me away it's like hey buddy what back and forth...that was  
421 amazing....year and a half ago. And then a kid came in a good time, he started to hum the  
422 tune of the song that I played a year and a half ago.

423

424 Tracey: He actually remembered the tune?

425

426 Joel: Yea, yea. And so, (inaudible) a hundred times. He just...you know, and...um...so that  
427 was...that was encouraging in one sense 'cause you think...well...there's...the trips  
428 themselves, I think one...some...one of the things our students have some feeling of guilt

## Bayview: Joel's transcript

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429 about it, going back to my luxurious life...but then they realize if they've just taken those  
430 kids to Disneyland. They've just taken these kids to play, they took them out of their  
431 condition and by loving them and sharing that with them. They just poured into the love  
432 tank and fill them back up until the kids, they just don't have enough attention, they don't  
433 have people around them, care about them. So, even those interaction that...um...they're  
434 positive, but it's not like all the kids...all of us know, it's not that kind of ideal. And  
435 service is not ideal...why does it bother you...and what could you do to change it, you  
436 know. So, so we have some themes that I think I...um...HKIS through the in-term trips  
437 and through other services taking place, that's...that's throughout...for many of them that's  
438 carrying on...their chance to make a difference. So, um...there's a student that's working  
439 with um...Half the Sky, in the orphanage that she worked with last...last year. She's in my  
440 Humanities I in Action class. For her lecture project, she worked with Half the Sky. She  
441 did the babysitting in the...this mother projects, so she just continued to work on with that  
442 and continue to...and it's actually become much more supported by HKIS, I think through  
443 that continue experience. So, so I think service on Saturdays give kids an outlet to be able  
444 to keep working on something than not just let it go and I think it's uh...it's just evidence  
445 of working well, that the kids do sign up for it. I think there's...there is always gonna be  
446 multiple layers of motivation for students. So, students who would be motivated to earn  
447 academic credit, to be able to get into a college of their choice, to be able to write  
448 something nice in the...in the you know, the college application, um...hoping maybe  
449 to...you know, got some you know, good word from the teacher that might a letter of  
450 recommendation. That's...all these motivations are in place. That's find. But the...other  
451 motivation that's in place would be...they're changed person, their...they become less  
452 selfish. You know, and so like...I mean, I think you know it's true, a lot of different you  
453 know, religious traditions, that distracted selfishness is...is...reason why the world is  
454 hurting. So...so I think what this does is...gives kids a vision that you know, you don't  
455 have to live a life of the destructive selfishness, and...maybe allow someday to consider  
456 maybe they are...maybe they don't want to, but that's what they are, you know.

457

458 Marty: So, you know, you chose self-actualization as one of the key ideas, so...if you  
459 could boil down Humanities I in Action to those components that contribute to self-

## Bayview: Joel's transcript

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460 actualization, what would you say those components, if you want to create a course from  
461 scratch that...yea...self-actualize kids, what can we learn from your course?  
462  
463 Joel: Um...I think um...we...start off the background the question of...you know, a world  
464 view question. You know, to understand what is...what is your world view, what is a  
465 world view at all. You know, what's your perspective um...how do you...what's the lens  
466 that you use to be able to interpret what you see and what you experience and like...so I  
467 think that...when we talk about...the path to self-actualization, it really helps them  
468 through...one, helping them to...to understand the lens that they already look at the world  
469 through, to understand their own...(Tracey: Right.) their own...sort of...life experience to  
470 some degree, um...and be able to also find um...stories that they can identify with. So, we  
471 expect the book 'Lord of the Flies' by um...by Golding and in that, they...you can't help  
472 but wonder which character might in the story, who do...who do...who I would...we all  
473 say...it's a human zoo, where we examine human behavior and you can't help but yourself  
474 what would I do in that situation. You need to understand from the present experiment,  
475 you look at um...you look at different examples of individual plan apart, and um...I think  
476 for the students, the pathway of self-actualization, part of it is...in...understanding what  
477 parts are being played around them and thinking more critically about the part that they're  
478 playing. Um...you know we look at the story like there's...there's a movie that we showed  
479 called 'Chilly Dogs', and you know, everyone knows who they want to be in that story, if  
480 you want to be (inaudible) give up your life to other people, she's the hero, and you want  
481 to be that person, you wonder how do you become that person, how do you...um...in  
482 Foshan, I think what kids...kids...kids come away with it's like, it's a chance for them to  
483 be a hero for another kid. I mean, when you...I mean when you hold around, hold the kid  
484 who smells really bad 'cause they're unclean, and you know, and you don't care, he's  
485 drooling on you and that kid is hanging all over you, that kid is just walking you  
486 everywhere and just wanted to play with you, want all of your attention and your time.  
487 And we start to see that kids love to be..so that you become a hero for that kid, even if  
488 this is a short time period. That feeling is something that I think it's just...and each of us  
489 like...we just don't know if we have the chance to awaken them, we don't have...we don't  
490 have the experience and the opportunities to really...really come through and I think...I

## Bayview: Joel's transcript

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491 mean the Foshan experience is a typical point to self-actualization for a lot of kids  
492 because they come back from that trip and they you know, some of them feel harmed by  
493 almost, they feel like that hurt, I feel scarred, I feel like, you know, the kids came back  
494 with literal scars on his face like from the kid that didn't have nail-clip, and you know,  
495 he's scratching them, but, but he would have done anything to like hold that kid again,  
496 and being scratched again. He just felt so distressed, having to leave him behind and to  
497 really...with that...and to know that...um...that it doesn't actually have to end there. You  
498 know...the...the...you're...your compassion, your care for others that...that feeling in time  
499 that you want to make the world a better place, you wanna have these...you'll be more  
500 drawn to this opportunity in the future. So, same kids, when it came time to...we open up  
501 the in-term trip to other kids, first one in, first one to sign up, I'm definitely going, and he  
502 was there, we had a great experience together and that was another shared experience  
503 where he's got to see him. These are lovely kids, they are just...just a pour of life-thought  
504 to that. And here is time when they're actually in Taiwan, and there's an orphanage that is  
505 not too far from where...where they stay in there in Taiwan. That's what we spent half of  
506 the vacation. (Tracey: Really?) We just hang out with the kids in the orphanage. They  
507 didn't...they want to regulate it and he can just walk in and hang out with the kids. So, so  
508 feel like...it...it...um...it gave him a sense of purpose and I think that self-actualization  
509 pierces that you know, that all that's common to the world, just hungry for what we need.  
510 When we have to have a basic need to care. Um...but where...where these kids...these  
511 kids get to a place where they are willing to over-look their basic needs, so someone else  
512 can have what they need, and as a powerful transformation, and I think for kids they  
513 actually have the opportunities where they get to experience that kind of  
514 the...uh...choice...usually as parents sometimes we...we...do this service and giving our  
515 kids everything that they want. You know, like we can (inaudible) but actually...  
516  
517 Tracey: I mean, compassion is actually in the self-actualization whatever pyramid, but  
518 definitely part of looking their own grown in the world which, which enhances their  
519 social being and also their selfless being. So...yea.  
520  
521 Joel: Yea.

## Bayview: Joel's transcript

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522

523 Tracey: Sorry.

524

525 Joel: No...no... (Laughter) Really, like you look at the...of the truly self-actualized person,  
526 is someone that you know, like someone who's willing to (inaudible) than them, someone  
527 who's willing to...um...neglect the biological, physiological, social and all of the other  
528 hierarchy of needs in order to...achieve a greater deed, you know, so I think for...for our  
529 kids, they get, they get a snapchat of that, and then...and they...they value it deeply and I  
530 think they...they understand the worst of it and come back to it. (Tracey: Yea.) Um...you  
531 know, so...so I...you know, so I lead community together, and I don't lead...I...I lead a  
532 group of students who put our community gather together and I think...you know, I didn't  
533 mind making a fool of myself like...you know, like fooling around and...you know, but to  
534 say it like...I just met the kid who just lived with mentally...mentally disabled and  
535 just...(Marty: In Foshan...) in Foshan, and just...just...just...needed to be loved, needed to  
536 be you know, acknowledged and just...just to smile and just to be there and like...we get  
537 so cut-out, and things like don't actually matter and then to be around people that  
538 um...they just...really need love and they don't care...you can look so...when they're  
539 looking down, you could drool, nobody cares, like...it doesn't...it doesn't matter what  
540 what matters is your chance there, be there and offer what you have so what they need.

541

542 Tracey: Okay. But okay, I have to move along.

543

544 Joel: Yea...yea.

545

546 Tracey: What time is...

547

548 Marty: 4:30.

549

550 Tracey: Um...tell us about your teaching background or your professional background  
551 and, what do you think shaped your understanding and your beliefs about global  
552 education?

## Bayview: Joel's transcript

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553

554 Joel: So...um...so my teaching background, I started teaching a few courses when I was in  
555 university um...under some of the professors, so I got some great opportunities and be  
556 able to teach some some...some other classes. So, History was really my...um...my  
557 strongest...side, enjoy that...um...and um...taught at kindergarten class in summer which  
558 is fun, you know, so...so I have a little bit of teaching experience. I actually worked in  
559 church for part of...better part of the year, and realized two things: one I love teaching,  
560 and two, that I never want to work to a church. (Laughter) Uh...so, I just...um...I think  
561 that um...and so I finished off my...my..undergraduate education (inaudible) California,  
562 just uh...get Christian school um...you know liberal rights education, so while it's there, as  
563 living in...and I noticed on TV, there is a guy that was presenting in the city council about  
564 some markets that students were doing. I thought that is the place that I love to work with  
565 when doing my student teaching. And so, I tracked it down and um...and he accepted me  
566 as a student teacher and so...and we are great friends since then, just absolutely love him.  
567 He's one of my closest friends. And um...he...he...me under his wing, and helped me  
568 understand what he'd been doing, which was really teaching a Humanities in Action like  
569 course, that was focused on...on local issues and global issues, and really really  
570 powerful...and so I think, he's early in...well for me, I mean, uh...it's...I just...I...I...can't  
571 think...just be willing to take me in and...and share a class and...and let me...and give me  
572 a lot of freedom too. You know, we studies the part that um...really really take close  
573 where we study, um...in a some...some other like local issues, but a lot of the issues that  
574 we've taught in Humanities I in Action um... in terms of...you know, um...status of  
575 women and other...other issues. Then they're just common issues because they come out  
576 in a...in a global studies course. And so, I think, so why there was...things I was aware, I  
577 don't think that was my point of focus, and his...he didn't use a textbook, what he did is he  
578 used LA Times uh...articles, and other...other periodicals, so, everything was really tiny  
579 and it's great for students to be able to expand their world view...so conversational. So  
580 when I left that school, really Jim influenced, we've met my next school and  
581 just...that...spend at the heart of who...I've been as a teacher...

582

## Bayview: Joel's transcript

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583 Tracey: Also, your Geography background? You mentioned that you...you...studies  
584 Geography. (Joel: Yea...yea.) So, is that one of the...one of your motivational factors, or  
585 is that one of the...

586

587 Joel: Well, Geography to me is a means to an end. Like I think I am always discouraged  
588 when I talked to kids in the State about what they know about the world that outside the  
589 US. They know very little and uh...offering these 6 grade kids, we're doing a book selling,  
590 that you can choose anything book you like, you can just tell me 10 countries outside the  
591 United States. And all of them just hung their heads in general and...no, no, no...go talk to  
592 your teacher, you know, get a good letter, whatever you know, like only help you out.  
593 But they just don't know, they don't...there's not...um...in the US, there really isn't a strong  
594 emphasis on becoming a globally minded individual and that is quite the opposite.

595 (Tracey: Exactly) You know, so...um...

596

597 Tracey: What did they feel?

598

599 Joel: Well, I mean...

600

601 Tracey: I mean, for me, if you...like you are more on normally, I mean compared to the  
602 global awareness of a lot of American you know...

603

604 Joel: That's...(inaudible) anyway...

605

606 (Laughter)

607

608 Tracey: No, in terms of the global, number one, your global awareness, and also what  
609 seems to be like um...your idealism and very justice oriented Christian based type of  
610 motivation to the thing...

611

612 Joel: So, um...I mean...

613

## Bayview: Joel's transcript

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614 Tracey: What did that come about?

615

616 Joel: Okay, a week after I was born, I moved to (inaudible) in Mexico, so...

617

618 Tracey: Did you? Wow...

619

620 (Laughter)

621

622 Joel: I wasn't aware of what was going on necessarily but like some of my parents, my  
623 dad, my dad worked in a local clinic that...so...so it's part of you know, that was always  
624 so...so it happened in an international experience that they want. So...even though I  
625 wasn't...you know, obviously that...that didn't really influence me too much, my later on  
626 in high school (inaudible) international teams, (inaudible) (Tracey: Oh wow...) You know,  
627 get from the UK, come over and, and was able to travel as well, to New Zealand, to  
628 Australia, to a couple of areas, so it might be the chance for me to see the world that I  
629 think, like just getting outside of your local community and seeing the world, it's I think  
630 that does...in some part, expand your world view, like so, that's all myself in a solid...um...  
631 allocated groups of students onto educational towards to the schools out there, you know,  
632 you gotta like, you gotta round, you've gotta agree, you've gotta different places around  
633 the world. They're great trips, you know, to China, a couple times, and um...the great in  
634 terms of having a cultural in action balance the thing that was missing, from person to  
635 person, you know, interaction. So, so, to be able to come to HKIS and help out with them,  
636 service to South Africa, just mind-blowing, so great...to be able to have a chance to  
637 um...to not just come in as...as an observer, but actually make some friends, and see  
638 students make those friendship as well. So, I think it's like you know, I mean...

639

640 Tracey: In your, your dad when he worked in a clinic, did that have a big im...be the big  
641 impact on you about...(Joel: Yea...) helping others and preaching towards service? Or...

642

## Bayview: Joel's transcript

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643 Joel: To be honest, not...not really. I mean my dad's a doctor, so he...he is...I mean he is  
644 definitely service-oriented I think like, I think my dad's influence on this is...my dad is  
645 problem-solver, you know he makes...(inaudible) and um...

646

647 Tracey: Think lively...you can do that...

648

649 Joel: Yea...so I mean he taught himself Spanish, um...he didn't...he went home, speaking  
650 a lot, he became a profession within about 6 months and...and that medical terms as well.  
651 So, he just...(Tracey: Wow, that's impressive.) So, I think...I think I...in here, my father  
652 you know, there's not gonna be scare of in terms of classical children interaction, you  
653 know so I grab him in Southern California and most of the parents in my class were  
654 Filipinos, so it was like uh...yea...

655

656 (Laughter)

657

658 Marty: Editorial remark...

659

660 Joel: So um...

661

662 Marty: Scratch from...

663

664 Joel: I agree with that...you know that, I mean, it's funny, I think my circle of friends are  
665 some high school, and my closest friends all came from pre-diverse culture background, I  
666 think about my wedding party, you know, my best friend is from (inaudible), one of them  
667 is from Iran, one of them is from Mexico, and then two guys are as white like  
668 me...(Laughter) Yea. I think it's fun. So um...you know, it was...I think...I think in my  
669 faith, I think of...um...like the unifying thing in my faith is not...is not culture like...I think  
670 my faith really transcend the culture so like...I just...I've spent a summer in Uganda  
671 with...doing a teaching assignment, went to Uganda and teach there, and gone to a lot of  
672 the church there. My...my small group in Uganda from the church out there, they became  
673 the course's brother, I just love those guys so deeply and um...and go and contact with

## Bayview: Joel's transcript

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674 them, and I feel like you know, it was just another example but ...just like a lot of the  
675 racial cultural boundaries that we have...really artificial and um...and it's great...when you  
676 see people, actually um...from those ideas of separate us. You learn the stage right now,  
677 issues, and immigration and...issues where people use language to um...um...to really  
678 explain and to um...yea...separate themselves from harming other people. So, so, like I  
679 think you see that in South Africa, like South Africa was getting...it's...you know,  
680 freedom from...high school, and that's all that miracles. I mean so, yea, that was really,  
681 and I studies everything I could about South Africa, I read every research paper I could,  
682 so like see a (inaudible), and to see like sort of that in terms of, there really can be...and  
683 they have to be you know, between people with different cultural background and races,  
684 so...I think all these things played into, you know, have um...in the world view from me,  
685 but definitely I think my faith is you know, on...I don't know, I mean I think like, you  
686 know, you know crisis with Jews, men and women, it's just...just like crisis where...an  
687 individual you know, so I think well, the potentiality for that to happen is there for  
688 individual's like us...we're...we're...one family and it's some way in other...you know.

689

690 Marty: What aspect does your spiritual life comes into play in Humanities I in Action? I  
691 mean I'm assuming...from the words in the your mouth, I assume there's some connection.

692

693 Joel: You know, my background in public education, so I am...you know, so be in a place  
694 like...like HKIS, I'm still trying to figure it out, that...figure it out...

695

696 Tracey: Oh, okay, you were, you were in the public school system, not...(Joel: Yea.)

697 Okay.

698

699 Joel: Yea, I gonna...high achieving in public school system and...in California, um...for  
700 about ten years and so, you know, and my friend Jim, my friend Jim is, probably wouldn't  
701 call himself a Christian necessarily, so he's kind of... wish uh..., he just um...I don't think  
702 he...he'll be able to, but that being said, he...when I...when he knew that as coming from  
703 Biola, one of our first sit-down conversation, it's like listen, you're coming from Biola  
704 university which is really strong evangelical school, and I just realize...no, we have a

## Bayview: Joel's transcript

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705 constitution here in the United States, which...is in...is it teach you to understand that...the  
706 government can't promote one religion above the rest, you know, also can't suppress the  
707 religious place of as individuals especially students. So, your role is to uphold the  
708 constitution, so you can't (inaudible) in class. (Tracey: Right.) You know. So, yea,  
709 understand that you have a captive audience so you need to handle that with care. So, you  
710 know, in my response I just, I fully agree with that and I hope that others would also  
711 share that into different...to my students when they have a belief that they really, find at  
712 about. You know, that they would understand that the classroom setting, you have a  
713 captive audience. Now, that being said, um...the values that come through Humanities in  
714 Action are really aligned with my...my core values, and so...um...so...I think students can  
715 kind of, they can reach your cart to a certain degree, but I...even here, I'm not as explicit  
716 about the fact that my Christian faith is a big reason why I um...you know, support this  
717 idea, you know what I mean. So, I think, um...you know like certain...even the biblical  
718 traditions, I...I want the kids who come from an AP background to feel like they can  
719 consider the idea without being judged um...by some sort of label, labels...so...I...you  
720 know, so um...I'm just careful with labels. Um...here, I think I am the averter of the  
721 Christian guy through a lot of students, they're like oh you're the spiritual life coordinator,  
722 you've come out when there's sort of chapel time, gather...you know like...but, you know,  
723 and my parents said the belief I think I kind of model that well and I think like I...what I  
724 heard of him was that...what kids think about Jesus, they think, oh yes, just like  
725 (inaudible), you know, so, um...(Tracey: Wow...)yea, it's like having...you know, so, but,  
726 that being said, I have very different personalities, you know, just kind of figure it out  
727 what that looks that...and even now. You know, but this is implicit, not explicit. I'd  
728 like...if...if...if I want kids to value what I believe in my faith, I need to leave it out in a  
729 way that has credibility with them. If the ideas were true, they can be true for everyone  
730 regardless of what group you...you identify yourself, right? So, I think I...I...would be  
731 continued in a place like this to say...in HKIS. It is grounded in a Christian faith, respect  
732 and mutualize all...value compassion deeply, and so...like the...for us, the highest express  
733 of spirituality at HKIS is compassion. It's compassion that we deserve it. So...so...if  
734 there's so religious precision isn't really the goal of being...  
735

## Bayview: Joel's transcript

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736 Tracey: That's very...very different...I don't know. There's a very different conception  
737 between spirituality and religion, so I like what you said about even in...might be able to  
738 frame and identify with the value of compassion. Yea...and frame the act of serving  
739 others as something that is compassion and without having to draw on a religious  
740 foundation. (Joel: Yea.) I really like that.

741

742 Joel: And that...on my hope, is that they will find at some point, I mean I would love it, if  
743 my students um...find himself or herself engaging in...um...in service and then care in the  
744 community...I'd be thrilled if they found that Christian community that what student does  
745 things well...and if they...um...you know came to...um...you know experience the  
746 relationship through that...meaningful for them...love that. My goal as a teacher isn't  
747 to...um...to sort of...um...channel kids down that road, you know, I think my goal as a  
748 teacher is to um...to help them um...consider the ideas, put the ideas into action, and  
749 discover from the top, you know, it's real. It's gonna be real. It's not real, what am I doing,  
750 wasting my time trying to...

751

752 Tracey: Okay, Jon, we're gonna go back to that pile of photos.

753

754 Joel: Okay.

755

756 Tracey: Here's the pile...here's are the three...these three photos that you chose for  
757 yourself and your...your commitment or your understanding for global education. If I  
758 change the question to, do you think that this school shares the same type of definition or  
759 understanding when you say global education?

760

761 Joel: Do you mean in high school or do you mean...

762

763 Tracey: HKIS in...the community.

764

765 Joel: Okay.

766



## Bayview: Joel's transcript

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789 more connected to the...the local protest and from here's where I ask...it's like they...they  
790 really um...a very local and critical of um...sort of the mainland influence (Tracey: Right.),  
791 some of the issues that are going on, so...um...they're interested, I mean, that being said, a  
792 lot of them...probably they come from family that don't wanna tinker with the system the  
793 way it is, 'cause you're better fitting to the system as it is. Um...but they do think  
794 immigration issues are um...are...you know, on a lot of kids' minds. I...I remember, the  
795 first year I came here, they ran in news and news that basically um...call mainlanders  
796 locusts. (Tracey: Yea.) In the... in the news review...which causes the term that's used  
797 but...like...I would hope that kids in Humanities in Action (Inaudible) that wasn't a term  
798 in that issue, you know, when there are two kids, they went to...you know, go on to  
799 genocide (inaudible) and I hope they...they think wow...that's all like (inaudible), you  
800 know, so um...so I do think there's some issues that that are there, but like...you know,  
801 there's kind of under the service, I don't know how that...we talk about it. You know,  
802 science and innovation, I mean like, kids...as a global issue...I don't...I don't know, I mean,  
803 I think they are...certainly they value their science within the education, but I think it's a  
804 means to an end. I don't really think there...I don't think that we embrace science here in  
805 HKIS and say, hold on, you know we have lots of issues of pollution and over  
806 consumption, so therefore, that apply science to our own decision, to be able to make it  
807 run more effectively. I mean we do have some examples of it. But really I think it's  
808 usually we don't care...we just actually consume whatever we want to consume...so...  
809  
810 Marty: Unless to say money...

## Bayview: Joel's transcript

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Photo 6: Religions



811

812

813 Joel: No...yea...Um...so, like religion, um...in terms of...I mean, we...okay, so  
814 institutionally the reason why I teach um...um...religion course is that all is in part that  
815 students would be able to engage in that thoughtful conversation where people have  
816 different...different world views especially when there's a potential, you know, for...for  
817 conflict between them. So, I think our students are...are better prepared to do that and  
818 more comfortable to talk with people that hold different beliefs than they do.  
819 Um...and...and...second, they have to deal with their own identity, the students will  
820 actually come to...come to understand their own spiritual identity. So, we do value that.  
821 It's...in terms of the global issues, this's not missionary based school, not a school  
822 where...where people really are taking those ideas and...and...dealing much with them  
823 outside. So, I do think it supports global education sort of um...in terms of broadening  
824 your understanding of the world view and maybe some experiences that you've had,  
825 where you can appreciate others um...but then...I don't know, I'm not sure we are that...so  
826 um...media and technology, I mean, it's about the time, like to...like a ground in that  
827 technology and...but I...I think these are local things really I think Twitter and Facebook  
828 are really like...they use it for their own purposes within their circle, friends, um...I just  
829 don't know how much they spoke in Twitter really doesn't for...people...I think  
830 it's...(inaudible) they would already have. (Tracey: Oh, okay.) 'Cause they really care  
831 about school, um...so...so...yea, then that's what I think...

## Bayview: Joel's transcript

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832

833 Tracey: It's about ranking and competition.

834

835 Joel: Yea..yea, I think kids pay attention about that a lot. I mean that's probably...I  
836 mean...the school itself that...as well. (Tracey: Yea.) The school really focuses  
837 on...on...okay, we're having an argument right now, it is a discussion, or a change actually  
838 in our curriculum about how we grade. In part of that discussion, that's gonna be, well  
839 this is what other schools, even international schools are doing. (Inaudible) They don't do  
840 grades, we do grades, so we gonna, we gonna pull out, we gonna compete with  
841 those...and there's...there's...you know, so one of the motivation we always have to bear in  
842 mind when we think about education in HKIS is the tuition and institution. So, so, if  
843 HKIS sort of loses its...compe...you know, competitive advantage which other...other  
844 international schools in Hong Kong, or even boarding schools else where, then, then, you  
845 know, it just...it...I mean what does HKIS gonna exist for if not...so that...in the mind of  
846 so many students...so I think...as always, it's always gonna be there. Like no parents are  
847 sending their kids to HKIS to get self-actualized. I mean they are sending their kids to  
848 HKIS to get into Harvard and...

849

850 Tracey: I mean, just to build on this, is that something that you think constraints  
851 your...your the type of global education your...you believe in, you're implementing? Is  
852 that thoughts here in HKIS some sort of obstacles?

853

## Bayview: Joel's transcript

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854 Joel: No, because having look at the students, I want to self-actualized...(Laughter)  
855 (Tracey: Okay.) They give all five on their AP and who's brilliant in their science (Tracey:  
856 Okay.) and it's wealth-connected and wealthy and they...you know what I mean, that's  
857 what they want. So, so, it's part of the total package. You know so for a kid to...you know,  
858 to be able to write a college, you know...you know, a letter to um...to the college of their  
859 choice, part of the process is you know, it's being globally aware, having values that...that  
860 show that you're able to participate as a global citizen and add value to the city...so...I  
861 don't think that they are necessarily um...necessarily can't be complementary, but I do  
862 think it might, students' might, they are um...it might look at this and say, oh this is what  
863 she was, and this is...this is a five on an AP, like AP World History class, that go well.  
864 Okay, would I rather take, you know, a five in the AP World History class or taking  
865 Humanities I in Action, even a choice like that, no I think kids look at...a lot of kids  
866 would look at those five 'cause they understand this wisdom and begin with it in mind.  
867 They want to...I mean, nobody's paying 25 thousand dollars for an education that's not  
868 going to end up with mere the result of the...so...so...that's...I think it's just that's  
869 world...even the change, the tragic change that would be Foshan. It's...I mean it would  
870 either destroy the school, um...or just would never work, so then how do you leverage  
871 um...students being able to have more global perspectives, to be more self-actualized, be  
872 more compassionate, to care, to use the skills and abilities sort of...to do all these things  
873 they are building a story that's the only unique story that's...um...that's uh...developing  
874 them as an individual so that...I don't think they care themselves, you know it's like, I find  
875 myself taken by Jesus you know, the kingdom of God and all these things will be attitude.  
876 Okay, well, like, the kid that is, is carefully considered in their education, walking  
877 through...walking through it in terms of higher goals than just the school, get everything  
878 else along with it. You know, so, these courses like Humanities I in Action, it's certainly  
879 not gonna take you a different path, going to Harvard, it just might make your Harvard  
880 experience meaningful. You know, 'cause you might get into Harvard and just, you know,  
881 okay, great, you can read books, you can write papers, your life is beautiful. Well, you  
882 won't be able to do that if you take Humanities I in Action...  
883  
884 Marty: But that is not a perception, I think? Among some?

## Bayview: Joel's transcript

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885

886 Joel: Yea. Yea. But...

887

888 Marty: I agree with you.

889

890 Joel: Yea, so I think we...like...I think we have to shift that perception especially because  
891 our institution is one that embraces service. You know, because that's us. We...like...you  
892 know, American style education you know, that's...

893

894 Tracey: (Inaudible) spiritual life...

895

896 Joel: And then the other thing is that we're...we're dedicating our...our um...our mind to  
897 inquiry, our heart to compassion and our life to global service, I mean, service and  
898 understanding, but that's it. I mean...if we're an institution, Harvard look at our school and  
899 say, okay, so show me how is...how is...how is your mind dedicated to inquiry...they're  
900 asking questions not just being able to answer...you know, have you asked really deep  
901 heart questions...have you...how have you actually dedicated your life to service and...and  
902 to global understanding. Do you understand people better because what you did, or did  
903 you use...and that is a fight. We have to articulate our mind, our students and our staff all  
904 the time of what our institution is about, 'cause we're inside of it.

905

906 Tracey: You start...you start the interview, you said a quotation about what's, what's  
907 enough?

908

909 Joel: Yes, how much is enough?

910

911 Tracey: How much is enough...do you think that the...the...here...in this school, that there  
912 is kind of embodies um...a balanced life?

913

914 (Laughter)

915

## Bayview: Joel's transcript

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916 Tracey: I don't know. Is it a balanced life, or is it enough? I mean 'cause there's some...I  
917 mean you...(inaudible) is very affluent, right? So, does it embody that type of you know,  
918 um...there is an enough in terms of consumption, there is an enough in terms of how you  
919 live, your lifestyle...do you think that this the school can say honestly that it embodies  
920 that?

921

922 (Silence)

923

924 Tracey: I don't know, I just...when you're talking about...

925

926 JOEL: It's um...I think it's different for every kid's experience here. And I think the  
927 drivers for that are parents, can you ever satisfy your mum or you dad...can you ever  
928 satisfy yourself in terms of, you know, getting um...you know, it's grades, right? It's  
929 like...how many As would be enough...there's no question, all of them. You know, you  
930 want all the As. You want all. You know, I think that's the currency they deal with. They  
931 deal with currency able to choose some...and I think our job as educators need to remind  
932 them that it's really doesn't come down to a simple calculation at the GPA. But in their  
933 mind, it does. And so, I think our course as an institution is to do a better job, articulating  
934 that I want you to come...to come out of HKIS with a story. Not just like...marks, we  
935 want a story and I want to be able to tell a story about you, since you teach your own,  
936 you'll be able to say. Like, okay, fine, you want me to write your letter of  
937 recommendation, let me tell the story about the kid who is naive, self-interested, kind of  
938 focused on, all these things didn't really matter. Let me tell you about the kid, group, and  
939 who dedicated their...themselves to something that matters more and grow. And let me  
940 tell you about what I think is a progress for these kids. So, this kid can see the school?  
941 You school'd be better, 'cause that seemed the pattern of curriculum of this kid will make  
942 this world a better place. And, that...story I think needs to be more important than  
943 the...than the grades, but the kids really just, they learn for the grades. I mean, they...they  
944 could have a list success in the year of the class um...you can take Humanities I in Action  
945 class, I mean kids get a...you know, B in Humanities in Action and then  
946 have...transformed experience. That B is gonna, or pick a C, or C-, you know, it's gonna

## Bayview: Joel's transcript

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947 carry the experience in such a profound way, they value that...better grade more than they  
948 value the...broader story. You know, so...I think...um...if HKIS want to help kids to...you  
949 know have that...find that down...it's about sharing stories and telling stories, and  
950 listening to stories and...sense of what we value, what we um...you know, what we...what  
951 we wanna stand by. So, um...yea, so yea. I don't think HKIS is particularly balanced  
952 um...for a lot of kids. I think some kids' parents are good parents. But it's just, they're  
953 taking great care from their...their um...their...giving them some...some limits...you know  
954 but if there's...limits...

955

956 Tracey: Yea...I'm gonna have to...I really enjoy talking to you, but I think I'm gonna have  
957 to stop right now. Do you mind if Marty just email the rest of the questions, they're more  
958 like rating questions on the table, one to five, how would you rate this. Is that okay?

959

960 Joel: Yea, yea. No worries.

961

962 Tracey: Okay. Thank you so so much.

963

964 Joel: Good to meet you.

965