Innovative ICT Practices in Teaching and Learning: A Regional Seminar
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Facilitating Effective ICT-Pedagogy Integration Project Funded by Korean-Funds-In-Trust (KFIT)

TRADITION & HERITAGE
—singing Guangdong Opera in Schools

Nonglinxia Road Primary School, Guangzhou
Aoweisi Primary School, Zhaoqing
Lindong Primary School, Zhongshan
ABSTRACT

- *Tradition and Heritage* is a project working among three schools, Nonglinxia Road Primary School in Guangzhou, Aoweisi Primary School in Zhaoqing and Lindong Primary School in Zhongshan. We choose this subject to do a project as we are trying to build up students’ 4 skills of 21st century. And students should get some ideas about cultural awareness.

- Students taking part in the project are from grade three and grade four in three schools which is totally over 400. More than 30 teachers join in the project. Teachers build up a platform for both teachers and students to work together on the net, students choose the topic about Guangdong Opera after collecting information, they set up objectives. In the implement of the project, students experiences three phases: knowledge accumulation, practical application and creation of product.

- In the whole process, both teachers and students cooperate very well with others. We share, discuss and solve problems through the net. Students’ abilities have been improved, and their cultural awareness have been developed, too.
OVERVIEW

Make Preparation

Project Execution and Outputs

Knowledge Accumulation
Practical Application
Creation of Product

Draw Conclusion

Make Reflection
Project Implementation

- Creation Of Product
- Practical Application
- Knowledge Accumulation
**Project Design**

*Training:* both teachers and students are trained to do a project.

*Platform:* we build up a platform for teachers and students to work together.

*Choose a topic:* Tradition and heritage—singing GD Opera in schools

*Objectives:* Develop learners’ spirit of inquiry, Cultivate learners’ collaborative and communicative ability, Improve learners’ information literacy, Develop learners’ traditional cultural awareness
PHASE ONE: Knowledge Accumulation

• Collect information: have opera lessons, interview actors
• Reorganize information: handwrite paper
• Share information: create a proposal
Activities to Stimulate Students

- watch an opera
- an opera lesson
- visit GD opera bureau
- actors and actress visit schools
Data Searching for Formative Achievement

Handwrite paper

Questionnaire and proposal
Tele- Collaboration, and Achievement Sharing
PHASE TWO: Practical Application

Divide into groups to learn skills

Sharing and discussion

Teachers participation in discussion

Face-face discussion to solve problems
Students’ Practice based on Knowledge Accumulation

drawing opera characters
dancing with long sleeves
Practical Achievement Result in Phase Two

role-drawing

encaustic painting

singing opera on concert
PHASE Three: Creation of Product

Make animation by flash
Student Creation: Flash Animation

Students are drawing some parts of the animation
OUTPUT

Development of students’ skills

Tele-collaboration works effectively

Development of cultural awareness
Value
Create a new teaching and learning model
An example for tele-collaboration learning

Challenge
  .How to arouse student discussions among different schools effectively?
  .How to achieve shared schedule between schools?
  .How to provide suitable guidance for students?
Interview of students

Interview of teachers
THANK YOU!

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