

Enabling the Exploration of Cultural Geography by Students

--- A Case Study of Teacher-librarian Collaborative Cognitive Education



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The Cultural Geography Project



Background

- The School Library Development

Phase 1
2002-2008



Phase 2
2009 till now

Partnered with EEF for basic development:

- Automated circulation
- Developing collection
- Annual training and exchange

Service development:

- Leveraging EEF small projects
- Reading program => inquiry-based learning

Glimpse at the Activities



Training student volunteers



Hand-made bookmark contest



Project tutoring by teacher and librarian



Studying local hermits in Qin Dynasty

Origins of the Project

– Extension of the Textbook



第三节 地域文化与城市发展

探索

感受地域文化



图2-3-1 奥地利城市的古典建筑



图2-3-2 美国现代化城市



图2-3-3 阿拉伯国家城市



图2-3-4 中国丽江古城

思考 结合已有的认识和体验，说出以上景观所反映出来的地域文化特点。

对地域文化含义的认识

文化是人类活动的产物，形成于一定的地域中，地理环境是文化形成的物质基础。地域的地理条件在一定程度上影响着该区内文化的形成。例如，世界古代文化源地（西亚的底格里斯—幼发拉底两河流域、北非尼罗河三角洲、南亚的印度河谷地、中国的黄河中下游地区等）自然条件优越，土地肥沃，水源充足，农业发达，是世界文明的重要发祥地，在城市建筑风格、宗教、民俗等方面都有独到之处。

地域文化(areal culture)中的“地域”，是文化形成的地理背景，范围可大可小，如东方文化、岭南文化等。地域文化中的

学习指南

- ◆ 什么是地域文化？
 - ◆ 地域文化对城市有什么样的影响？
- 提示** 结合实例，体会地域文化对城市的影响。

Outcome-based Planning and Evaluation (OBPE)

Learning objectives
(expected outcomes)



Learning activities and
work products

To what extent the
objectives achieved



Work products

Rubrics

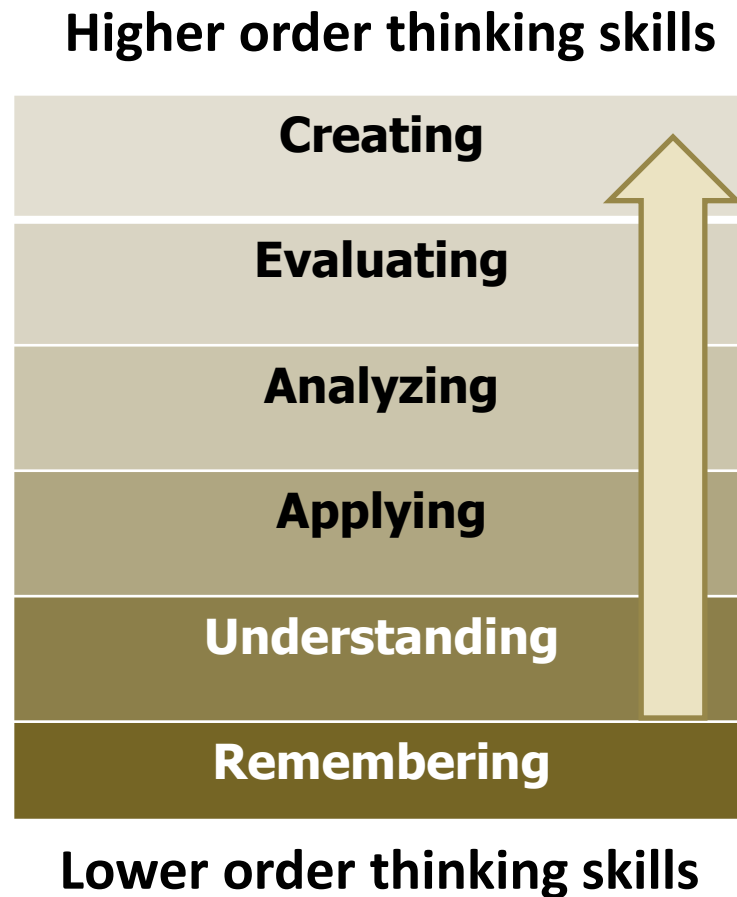


Process reflection

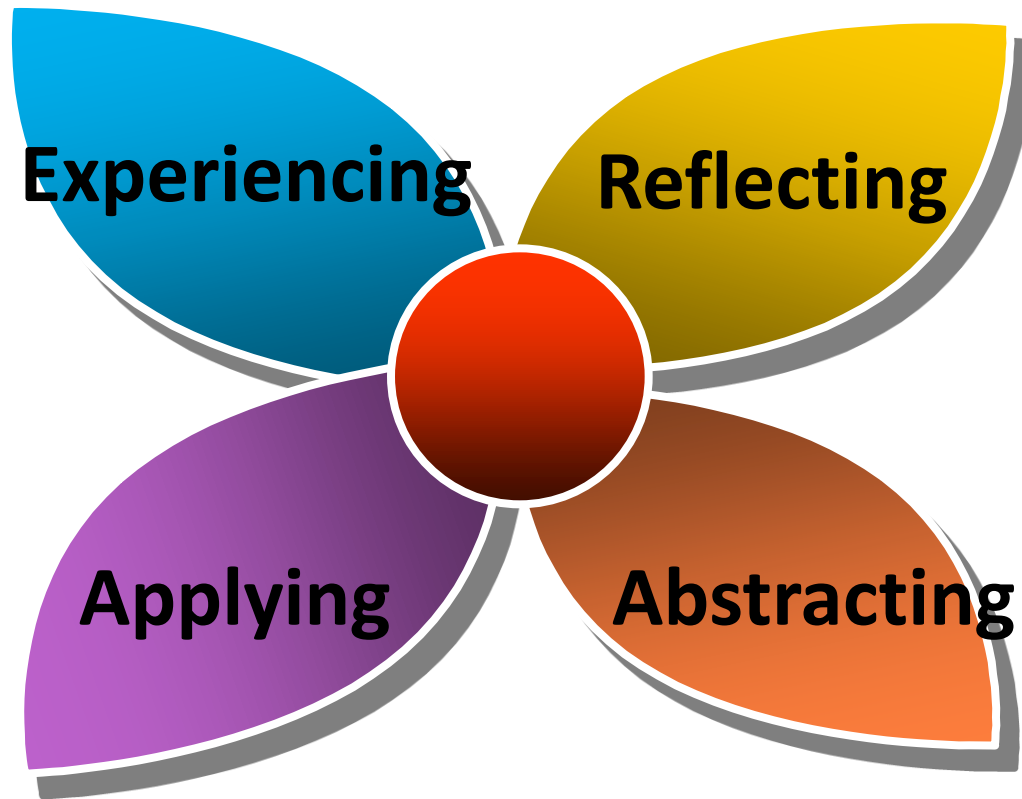


Design improvements

Bloom's Taxonomy (2001)



Learning by Doing



Project Design and Process

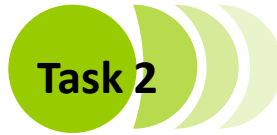
remembering
understanding



Task 1

Self study what is culture and its relationship with the geographical environment =>study report

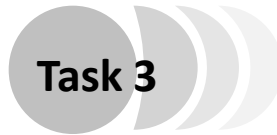
understanding
applying



Task 2

Find photos of cultural landscapes with regional characteristics and analyze their geographical backgrounds =>photos and analysis

applying
analyzing



Task 3

Select cultural phenomenon, analyze the geographical factors in its formation =>essays

applying
analyzing



Task 4

Traveling students: analyze the influence of the geographical environment on culture in destinations=>essay

Self Study, Tutoring, and Exchange



Teacher tutoring before self study



Students doing background research



Librarian answering questions



Exchange after the trips

Example of Work Product



analyzed the geographical factors which lead to the architectural features of the Beijing courtyard

贺磊

《北京胡同与地理环境》

—关于北京四合院探究

暑假前，地理老师为我们组我布置了一个户外考察的地理研究课题，即各地风俗文化与其地理环境的关系。而我有幸去了北京，不仅饱览了首都的美景，更让我了解到许多自然人文现象，其中，以四合院最为突出鲜明。

初到北京，便是高楼大厦拔地而起，一个个巨大的建筑物将相见的景致淹没得淋漓尽致。下午去东单胡同游览，两侧尽是青砖灰瓦，又有又厚的墙壁往里走，便来到了一个院落前，只见深红色的木门紧闭着，似乎是在东南角，门上嵌有铜扣环，推门进去，主人将我引入院中，中间经过一根影壁，却也不长。继续往里走，方知竟是个四合院，但又不是四合，而是三合，南侧只有院墙，但东、西、北究竟仍入屋后却不得而知，而且院子似乎呈行船状向上较长，院墙也较对面的高一点，向西侧自窗户望去，窗户不是玻璃的，而是一种纸，主人介绍说这叫高丽纸，当地人都用这种纸来糊窗户的。望向院中，可谓是无奇不有，百花齐放，生机勃勃。

这次考察给我留下深刻的印象。一翻书说，我就迫不及待地向老师求助，一解决途中发现的各种问题及自己不能解释的现象。

接着，是为什么四合院南北狭长，西北方墙较高？

原来，北京以前夏季多雨产生，院子受季风影响。西北风沙较大，院墙加高。

最后，为什么要朝高丽纸呢？

此地处华北平原，地势开阔，属于暖温带季风地区，冬季时光照少，气温低，而高丽纸透光性较好，有利于室内采光。

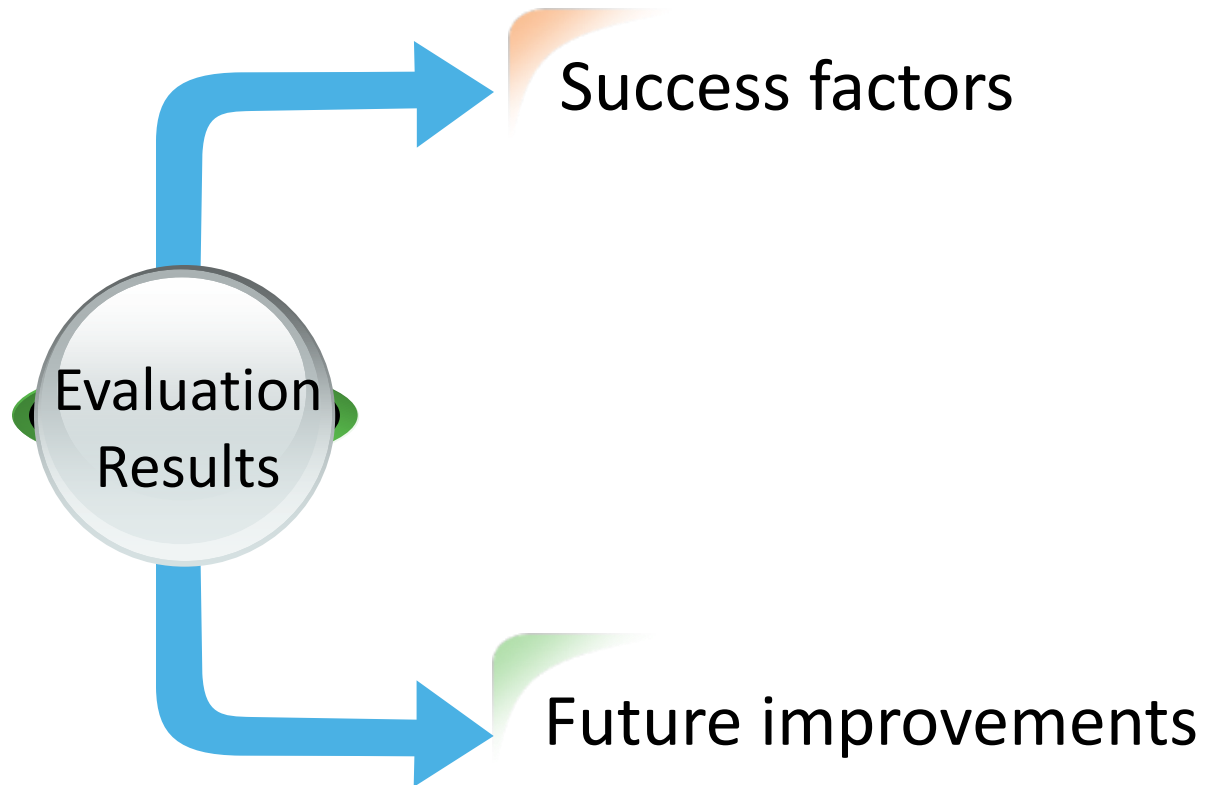
心中的疑惑得到了解决，我收获了不少。例如，查阅生活中的一些人文现象，认真观察，仔细思考。还有，要养成查阅资料书，有书籍或网络搜索等手段，解决问题，不断提高解决问题的能力。

此次活动确实教会我许多，我获益良多！

评价：贺磊同学通过到北京实地考察，看到了一些文化现象，进入了深入思考，抓住重点——四合院进行探究。张时通身临其境，并且也学到了不少知识及相关资料。张时，他不够深刻，总体


评价 90分

Outcome-based Evaluation and Reflection



Evaluation Results and Analysis

Outcome 1 and 2 – All Students

Outcome 1: Understanding of the relationship between cultural differences and geographical environment 

Reality: about half of the students reach the levels of applying and analyzing

Reason: weak research capability, lack of knowledge on geographical theories and weak geographical analysis capability

Outcome 2: Information literacy 

Reality: 35% of the students selected topics clear and feasible, lack of academic information sources, 20% of the students analyzed logically and relatively comprehensively

Reason: the librarian and the teacher themselves weak, lack of systematic training for students

Evaluation Results and Analysis

Outcome 3 and 4 – Seven student travelers

Outcome 3: Ability of sensing and then analyzing the relationship between culture and geographical environment 

Reality: only 29% showed good sensitivity, and only 14% provided good analysis.

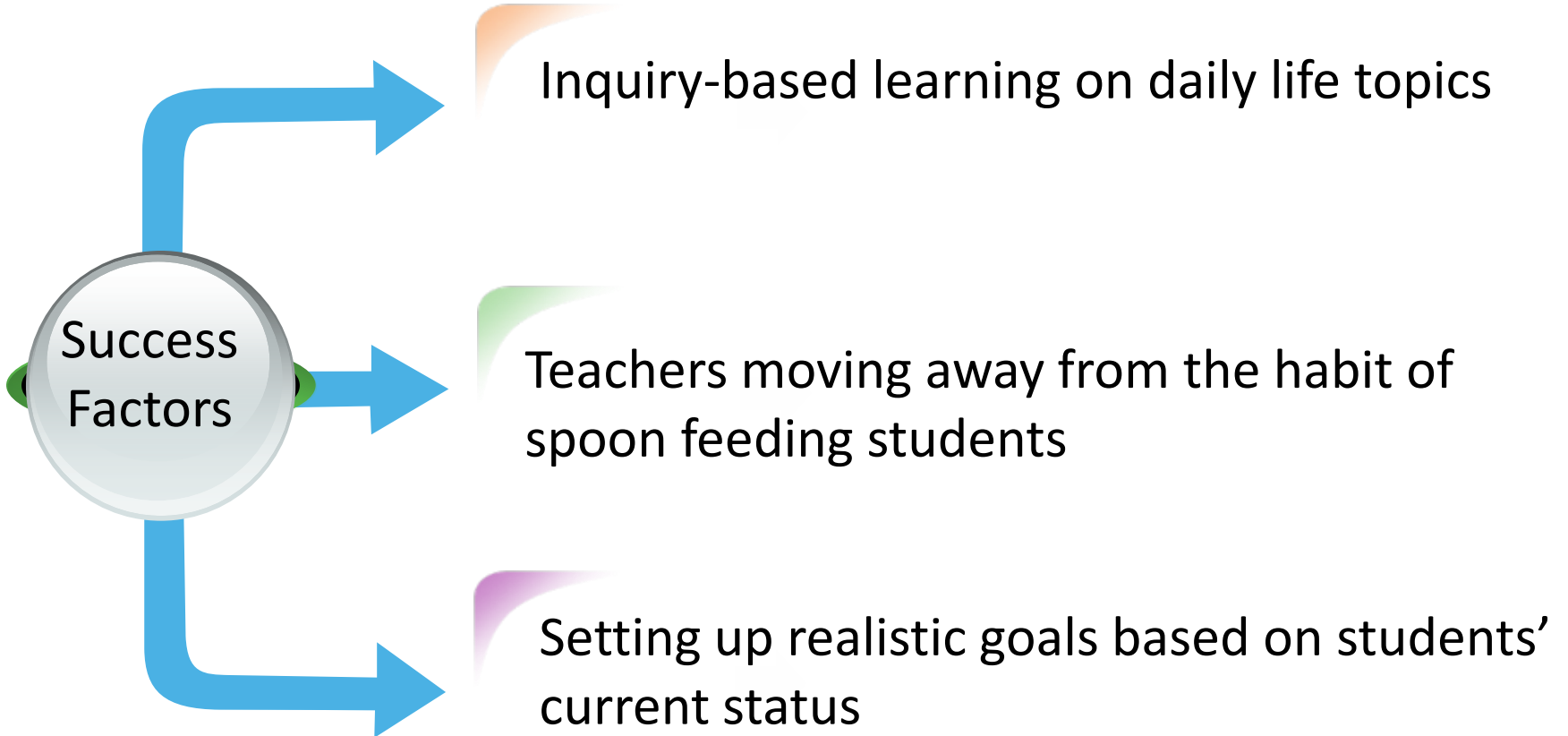
Reason: weak geographical analysis capability, lack of in-depth tutoring

Outcome 4: Communication skills 


Reality: 57% of the students could not understand questions or comments from others accurately, 86% of the students had no eye contact with others

Reason: oral presentation skill is long overlooked, ad-hoc collaborative learning


Success Factors



Future Improvements



Students' understanding in geographical knowledge, theories, analysis methodology



Leveraging quality geography magazines and documentaries, also travels, to observe, ask, listen, think and analyze

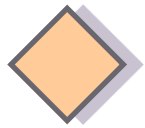


Training of teachers, librarians and students in research literacy

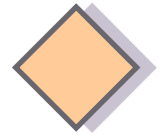


Combined with pedagogies: inquiry-based, collaborative, interdisciplinary and learning through real work in life, etc

Future Improvements

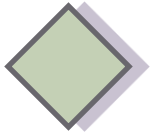


Stringent implementation of the outcome-based planning and evaluation



- 1) Backward design, formative assessment=>adjusting the rubrics and design
e.g. rubrics missed 2 evaluating dimensions --the information search strategy and citation--for information literacy outcome
=>missing pieces in the design
- 2) OBPE is brand-new to students ---training and continuous guidance important

Future Improvements



Facilitators: refine training and tutoring



- 1) Systematic training (teacher and librarian play complementary roles)
- 2) Fine tutoring – break the old habits



Collaborative learning design



use detailed intermediary working products to observe and guide students' collaboration

Summary

Key points:

- With topics from daily life, an inquiry-based and collaborative learning process can help the students regain their initiative
- The guidance and support from librarians and teachers need to be systematic and tailored at the same time.

Future plan:

- Study the relationship between local culture and geographical environment of the Danfeng County

Questions

- What shall a secondary school librarian bring to the table in cognitive education considering the teacher-librarian collaboration?

- Considering these unique capacities, how do the librarian as an individual and the library as an organization work together to facilitate the capacity building of the librarian and the team?

Thank You

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