

Shin Shin Minde Elementary School (Tongyu County, Jilin Province) - eLearning Research Report

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Because of uneven distribution of educational resources, the degree of educational development shows significant disparity between urban and rural regions in China. By applying the information technology applications, equitable and quality educational resources can be provided to those children in rural areas. It is considered as an important means to provide effective support for education in rural areas. In view of this, Shin Shin Educational Foundation has started the pilot initiative based on "virtual computer lab" model to promote the interactivity and the "project-based" teaching.

A pilot project site is Minde Shin Shin primary school in Jilin Province. Based on their "Virtual Computer Lab" and eLearning methodology, a comprehensive study and survey were conducted and we found that "Virtual Computer Lab" classroom has accomplished the following:

- 1) It has provided more access to computers and networking opportunities for students, improved the students' ability to apply information technology, and promoted students' active learning and independent study.
- 2) It permits teachers to use information technology to carry out multiple interactive teachings which have created conditions conducive to stimulating the teachers/students role exchange, and focus on improving student learning ability and self-confidence.
- 3) The applications allow teachers to truly appreciate the challenges of the ever changing IT development and promote the "Virtual Computer Lab" as a platform to conduct a variety of school-based teaching and research activities.

Shin Shin "Virtual Computer Lab" classroom has several advantages including lower cost, higher efficiency, easier maintenance, and lower overall power consumption. It addresses the issues of inadequate number of computers and IT applications in the rural area. It promotes the use of computers classroom for eLearning teaching and changes the traditional blackboard teaching phenomenon. In addition, the circular computer classroom design is conducive for students and teacher/students to interact. In the computer classrooms environment, we have observed that the atmosphere is more pleasant, learning is more effective and attractive, and thereby it increases the effectiveness of schooling.

A Letter from a Sichuan Student

Yanling Luo, December 24, 2012

Shin Shin Elementary School, Tongde Village, Sichuan, China

Dear Grandpa Lin,
Merry Christmas! Please accept our greetings and blessings from children in a Sichuan village. Even though we have never met, we are constantly touched by the love from you and many others in the United States. Your love and caring fill our hearts and light up our future. Each day, I think of you when I come to Shin Shin School, visit our library, glimpse the collection of books, and spot the newly renovated restroom. I think of you when I am taught by teachers using the multimedia equipment, work on the computer, and use the Internet to reach out the colorful world. I have never seen you but I know of you. Although only my grandmother living with me, I don't feel lonely. As the principal has said "when our hearts sowed with the seeds of kindness, it not only illuminates ourselves, it also illuminates people who are in need of care and help." On behalf of all 523 students, my teacher asked me to write to you, and I am very proud of this. I want to convey their greetings and blessings to you. I wish you and all Shin Shin aunts and uncles a merry Christmas. Wish you all well!

吉林通榆明德欣欣小學

電子教學試驗成果研究報告

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在中國，受城鄉教育資源嚴重分配不均影響，各地教育發展程度存在很大不同。信息技術的應用，可以為農村地區的孩子們提供公平優質的教育資源，促進教師教學方法的改進，被認為是對貧困地區教育提供有效支持的一種重要手段。有鑑於此，欣欣教育基金會嘗試利用“虛擬電腦教室”系統作為教學輔助工具來加強互動性以及“項目為基礎”式教學。吉林省通榆縣欣欣小學利用這套“虛擬電腦教室”系統作為教學工具已實施近一年，我們對該校電腦教室使用及電子教學情況進行了全面跟蹤調查，我們發現：



(一) 欣欣電腦教室為師生尤其是學生提供了更多的接觸電腦與網絡的機會，提高了學生信息技術的應用能力，促進學生進行主動學習與自主學習。

(二) 欣欣電腦教室為教師使用信息技術手段進行多元互動教學創造了條件，有利於促進師生角色發生轉換，改善學生學習的專注力與自信心。

(三) 欣欣電腦教室的應用讓教師更真切體會到來自信息技術不斷變化的挑戰，促進學校以電腦教室為平台，開展多樣化的校本教研活動。欣欣電腦教室的應用優勢，以較低成本、高效率、維護方便、整體功耗低等特點，有效地改善了農村地區學校微機數量不足、信息技術應用匱乏的現狀。更促進了教師利用電腦教室進行電子教學，改變了農村學校教師加黑板的傳統教學局面。此外，欣欣電腦教室的環形空間結構設計，有利於教學過程中學生間的交流 and 師生間的互動。在電腦教室上課學生學習效率更高、課堂氣氛更好、學習過程更有吸引力，從而提高了教學的有效性。

給林爺爺的一封信

中國—四川同德鄉欣欣小學

羅燕玲 2012年12月24日



尊敬的林爺爺，您好！聖誕節快樂！請接受來自中國巴蜀鄉村孩子們的問候和祝福。您，林爺爺，以及您身後那些一直給予我們愛和無數我們未曾謀面遠在美國的愛心人士們。是你們的愛充滿了我們的心，照亮了我們的明天。每天我走進“欣欣小學”，來到圖書室，看到琳瑯滿目的圖書時；來到重新修葺的洗漱間時；當老師用多媒體為我們上課，當我的雙手在計算機鍵盤上敲擊，使用互聯網讓我們看到大山外面繽紛的世界時；我想起您！林爺爺，您不認識我，但我認識您。雖然只有老奶奶和我一起生活，但我不孤獨。因為校長說，當我們的心中播下了善良的種子，那就像媽媽，像林爺爺們一樣，不光照亮了自己，也將會照亮更多需要關愛和幫助的人。今天，老師讓我代表全校523名同學給您寫信，我感到自豪。帶上他們的問候，帶上他們的祝福。祝您及欣欣基金會的叔叔阿姨們，聖誕節快樂，好人一路平安！

Join Shin Shin, Spread the Love -

Experiences from Computer Teachers Training Program

Teacher Hongjun Lang, July 27, 2013

Liuquan Shin Shin School, Lingchuan County, Jincheng City, Shanxi Province

I took part in the Computer Teachers Training program in Jilin Province sponsored by Shin Shin Educational Foundation this summer. First of all, I want to thank Shin Shin and the volunteers for their hard work and devotion to the development of rural education in China.

This training provides an excellent opportunity for rural teachers to improve the level of education and the proficiency in computer. While the schedule was tight and the task was demanding, it was very fulfilling though. I often used the computer before this training, but the computer to me was like a mystery. After the instructor explained the computer architecture systematically, I now have a comprehensive understanding of computers and networks as well as the application software. Since I've mastered the use of computers and the Internet, it helps me to search needed educational resources as well as use them for the multimedia based teaching. This will further assist my teaching and also play an important role to train rural students in information technology.

After the training, I not only gained deeper understanding of computer knowledge, but also learned from Shin Shin volunteers' down-to-earth pragmatic approach and their unlimited care and passion for rural education. This realization helps me to firmly believe in rural education and wholeheartedly devote my sweat and hard work for it. I'll live up to Shin Shin's motto which says "to take ten years to grow a tree, but hundred years to rear people".

走進欣欣、傳遞愛心-計算機教師培訓心得體會

郎紅軍, 2013年7月27日

山西省晉城市陵川縣六泉欣欣中心小學教師

盛夏，我受學校委託來到吉林四平參加美國欣欣教育基金會電腦培訓班。首先感謝欣欣教育基金會和為中國農村教育發展付出辛勤努力的人們。

這次培訓為提高我們農村教師的自身教育水平及熟練掌握計算機提供了很好的機會。真是時間緊，任務重，但很充。在接受培訓之前，我也經常使用計算機，但總感覺計算機對我既熟悉又陌生。經過老師的系統講解，使我對計算機及網絡有了全面了解，也能熟練使用各種辦公軟件。尤其是我基本掌握運用計算機及網路，對所需教育資源的查找，收集，整理並運用到多媒體教學中。這將對我今後的教學，對山區學生信息化培養起到非常重要的幫助。

經過十幾天的學習，不僅收穫了電腦知識，更讓我從欣欣人身上感受到了求真務實的理念，尤其是他們對農村孩子無限的關心和對祖國農村教育的殷切期望。讓我更堅定了紮根農村教育的信念，甘願付出汗水和心血，為農村教育事業貢獻自己的一份力量，不辜負欣欣教育基金會十年樹木，百年樹人的祁盼。

An Inspiration from a New Volunteer

Judy Yang

I'm happy that I've had the opportunity to volunteer at Shin Shin. Shin Shin is unique because every person here is a volunteer. I'm humbled to be a part of a group of people who are so committed, hard-working, and friendly while donating their personal time. Because of the volunteers' efforts over the last 16 years, Shin Shin has made a tremendous impact in Chinese rural education.

A Volunteer Teaching Assistant's Reflections on the 2013 Changsha ECTT English Program

Kah-Fae Chan, Toronto, Canada

Despite many dire warnings about the suffocating heat and humidity in Changsha, I actually did quite nicely when I was there in July. Ah, what can I say about the wonderful group of impossibly youthful primary school English teachers from all over China to attend the ECTT! My focus was to facilitate their English conversation practice. The objective would be that by the end of the ECTT session, every attendee is able to carry on simple conversations in English. When I started interacting with the teachers, it occurred to me that they played a bigger role than just teaching English, given many of the children's disadvantaged family conditions. Many children have absentee parents, and most parents do not have the means to help their children with school work. The teachers need to serve as surrogate parents, or provide the emotional support to these young children. Since then, I kept thinking about how Shin Shin, and all that it represents. Could the ECTT serve a higher purpose; one of preparing the teachers for their extended role? In a school environment where the teachers live the Shin Shin spirit, and the children will grow up in an environment of love and compassion. The positive influence on the children would be immeasurable.

長沙英語教師培訓-助教志願者的反思

加拿大多倫多志願者曾家槐

儘管很多關心我的朋友告知長沙可怕的七月，令人窒息的熱，潮濕。我的實際經歷卻相反，特別是與那些從全國各地趕來參加欣欣教師英文培訓的年輕老師們相處。欣欣為我準備了非常有幫助的助教手冊，也規劃好了我的助教目標，即幫助參加培訓的老師們提高英語會話能力，在培訓結束時，希望每位老師能夠進行簡單英語對話。當我越來越多的與老師溝通，發現這些老師不僅是英文老師，他們還是孩子們的精神導師，因為他們的學生多為留守兒童，常年缺少父母的關愛。助教項目愉快的結束了，我卻在思考，還有什麼事我可以做。如果我們有更多的資源，應該會做的更好。欣欣所做的對這些偏遠農村的孩子們有深遠影響。老師回到學校，在欣欣小學裡繼續傳遞著欣欣精神，孩子們在愛與關懷中成長，並反過來以同樣的方式對待別人，對孩子的積極影響將是不可估量的。



一個新義工的心聲

楊竺

偶然的機會認識了欣欣教育基金會，並成為其中一員。欣欣都由義工組成，欣欣人很謙和，互相幫助，埋頭做事，堅持理想，默默貢獻著自己的個人時間，經過16年的努力，欣欣人為改善中國偏遠農村小學教育交出了完美的答卷！