

EEF Small Projects Report 2012

Beginning in 2009, Evergreen Education Foundation small projects, launched and implemented by the locals, have focused on transparency and accountability of the process, as well as “Project-based Learning”. In 2012, for the need of supporting grassroots library development to serve the locals, Evergreen Foundation’s small projects were opened to the non-governmental library associations and their attachments to apply for. Between Nov. 2012 and Dec. 2013, 10 school libraries, three public/community libraries and one library-supporting organization have completed 30 small projects, which include the following fields:

Reading and writing

“Campus Afflatus Young Writers” and “Reading for Reasoning Inquiry-based Activities” implemented by Tongwei No.1 High School are two typical reading and writing projects. The former had numerous participants and various activities including diaries, reaction to masterpieces, oral composition, topic composition and so on, but the systematic design of reading, reasoning and writing are to be improved. “Reading for Reasoning Inquiry-based Activities” was an attempt of in-depth reading & writing which included cooperative learning. The project designed to guide students into a process of reading, questioning, analyzing and reasoning; each student group read one masterpiece together, circling the three links of the individual reading, group reading, and group-teacher discussion. The inquiry-based work product co-edited by the group has flexible forms, which could be story introduction, social background, character analysis, recommendation quotation, topic exploration, art characteristic/technique analysis, insight upon reading, for students to show their cognition gains at the levels of memorization, understanding, analysis and appraisal, and a space provided for students’ creativities. For the masterpieces close to the their era, life and growth circumstance, the students had very good initiative analysis and expression; they also had some understanding on the masterpieces which has high requirement with reasoned deliberation and life experience. The students’ problems of lacking of knowledge on quotation rules and academic norms warn us to make it up through project implementation.

What Evergreen learnt from this year’s projects is that we need to support teachers to explore the new mutual-support ways between reading and writing, carry out intensive cultivation, be engaged in a small range to find out an project model with outstanding result, and then promote to more classes, teachers and students.

Inquiry-based learning

Project “Inquiry-based Learning on Taiping Kingdom” implemented by Jiangsu Huai’an No. 1 Middle School increased the school’s two-year accumulation on inquiry-based history project; the teachers had a careful design on the training and materials, with a detailed and specific evaluation and monitoring system. Two progresses have been made in terms of research normalization comparing to the past: documentation reference/consultation records are included in the students working product, and references and quotations are listed in their historic mini-paper. Seen from the historic

mini-paper, the students' criticism thinking and logical expressing capacity were tempered in the process of integrating the viewpoints and arguments from referenced materials. This is a good start-up of promoting their capacity of historic analyzing ability.



Hua'er folklorists in a small gathering at Zhuanglang River bank, "Tianzhu Hua'er", Tianzhu Xinhua Middle School, Gansu

Project "Tianzhu Hua'er" by Tianzhu Xinhua Middle School, Gansu, was the first try on oral history and culture recording project after "Study of Tianzhu Humanity Geography". 19 students interviewed three Hua'er lovers and researchers as well as one folklorist, and 11 of the students went to small folk Hua'er associations to collect songs, recorded songs sung by some artists, and interacted with the artists. Specific and complete outputs were achieved in all interviewing and collections. It is precious that the teacher opened a specialized lecture of "ShiJing and Hua'er", a combination of Hua'er inquiry and Chinese learning, for two classes. In the lecture, the students imitated Hua'er and edited their works. Through such a learning process, the students were obviously improved in the aspects of cultural understanding, folk song enjoying and creating, interviewing capacity and multi-media capacity, demonstrated the benefit and potential of carrying out local culture and oral history project in the minority residential areas.



Students, teachers, librarians in the periodic discussion, "Cultural Variance and Geographic Environment", Danfeng High School, Shaanxi

Project "Cultural Variance and Geographic Environment" of Danfeng High School, Shaanxi, was implemented by the geography teachers and librarians, to guide students to explore the geographic environment elements in the cultural phenomena. The teachers and librarians designed the task

following the rule of cognition from lower to higher levels, from concept learning, cases analyzing, to application creating and finally analyzing the geographic environment contained in a specific cultural phenomena, such as the familiar cultural phenomena around us, or the cultural phenomena found in our travel, and forming mini-papers. After result evaluation and process meditation, the project team found out success elements from initiative exploration based on life, independent learning under the guidance of teachers as well as cooperative learning; some shortages were also found in the training and coaching of the teachers and librarians as guides of exploratory learning: besides individual coaching, the teachers and librarians should give the students systematic training on geography field investigation, and background study/information quality, and the periodic feedback and instruction based on media product should be more detailed, so as to maintain the proper challenge degree to push the students independent learning.



Students identifying plants under guidance of teacher, “Campus Plants Identification”, Kaili No.1 High School, Guizhou

In the project “Spring in March, For Trees to Grow: Campus Plants Identification” implemented by Kaili No.1 High School, Guizhou, teachers led students to learn plant categorization and identification, identified and name-plated 50 tree varieties in their new campus, and consulted local forest experts for difficulties they encountered. This is another example of inquiry-based learning in our neighborhood to stimulate the students’ enthusiasm as well as to serve the community.

Community Education



Volunteers guiding the handicapped students and their parents to carry out reading activities, “Library Reading for

Disadvantaged Groups”, Guilin Public Library, Guangxi

This year Evergreen was enabled to serve more countryside communities through the choosing and sponsoring the projects submitted by the non-governmental library associations. Among them Guilin Public Library explored the effective methods of blind children reading through the project “Library Reading for Disadvantaged Groups”. The project team focused on demand investigation, meditation and improvement, carrying out an activity of reading including a piece of reading demand investigation, a piece of activity program and a piece of experience summary. Colorful activities, including book making, story book painting, parents -children reading and painting, hand making, talent showing, the bi-monthly “happy hour” which includes service targeting at handicapped children as well as motivation and cultivation were held during the project implementation. This project provided effective team capacity building and experience accumulation for handicapped children reading to become a normal service of the libraries.

Infrastructure and Capacity Building

The small projects of this year also includes infrastructure and capacity building of school libraries or community libraries (or related supporting organizations), for example, the project “Cultural Fire Seed Newsletter” by Private Library Association edited and distributed Private Library Brief, an important source for rural libraries without internet access to acquire information of library trend. Project “Digital Resource Bank” by Yaoshan High School, Shaanxi, built a digital teaching resource bank, as an important measure of library serving teaching and IT skills in teaching.

Looking forward, inquiry-based learning and community education service continues to be the core services provided by school libraries and community libraries, as well as the two most important directions of Evergreen Small Projects.