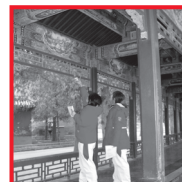




EIU Best Practices Series **No. 24**

Innovative Practice of Inter-disciplinary Implementation of EIU based on World Heritages

EIU Best Practices 2011
A Case from China



Foreword

Faithful to its mandate, the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO has served as a regional centre to promote Education for International Understanding (EIU) towards a Culture of Peace in Asia and the Pacific region since its establishment in 2000.

As educators are faced with great challenges in the fast-shifting world of globalization, APCEIU is well aware of how collective efforts can form a greater force towards a Culture of Peace by learning from one another and from the past. On this account, APCEIU has been publishing the EIU Best Practices in order to provide a platform to share diverse experiences and perspectives among various professionals in the field of education.

The EIU Best Practices aims to promote a Culture of Peace by supporting local initiatives in 47 UNESCO Member States in the region and encouraging innovative EIU practices in different local contexts. The EIU Best Practices Programme advocates the idea of “Learning to Live Together” (LTLT), which encourages participatory learning and critical thinking to develop mutual understanding towards the relationship between selves and others. Thanks to continuous support from the National Commissions for UNESCO in the Asia-Pacific region as well as numerous efforts of EIU practitioners, APCEIU has published and disseminated a number of monographs of distinctive cases over the past five years. This year, five new cases are introduced with series number 22 to 26.



Through interdisciplinary implementation of EIU, based on world culture education programme, the core values and competences of EIU for students in China has presented very successful case. This programme has provided an effective interdisciplinary practice of EIU in kindergarten and high school. Especially teaching/ learning method and activities in school with world heritage has fostered more harmonious in global society. May this case in this year's publication continue to spread inspiration to construct further openness, equality and diversity in the Asia-Pacific region and beyond. I also expect that through this endeavor, various EIU Best Practices can be shared among educators, scholars, policy makers and activists who are committed to promoting a Culture of Peace in the region.

December 2011



LEE Seunghwan
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of a Culture of Peace since its inception, in line with one of the pillars of education “Learning to Live Together.” A Culture of Peace has been a key principle at the core of UNESCO’s ethical mission. It involves a set of values, attitudes and behaviours that can be taught, developed and improved upon to enhance mutual understanding and conflict resolution. Attaining a Culture of Peace requires transformation of institutional practices, as well as individual values and behaviours in which education plays a crucial role in the process. As a major educational tool aimed at promoting a Culture of Peace, EIU addresses issues related to cultural diversity, globalization and social justice, human rights, peace and sustainable development. It focuses on increasing the capacity of learners to deal with issues of everyday life, to resolve community conflict and to enjoy human, political and civil rights to a greater extent.

APCEIU launched EIU Best Case Studies in 2006 in cooperation with the UNESCO Member States in the region to encourage educators, scholars and activists to implement and share local initiatives on EIU. It is an outreach programme that invites them to share their efforts in promoting education for a Culture of Peace in different social and cultural contexts. Now renamed as EIU Best Practices in order to further encourage the participation of practitioners in the field, the programme seeks to promote and collect innovative practices based on optimal classroom conditions and activities, school climate, community and social atmosphere, and



disseminate them throughout the region.

The programme is conducted through the following steps: 1) Call for Applications: APCEIU sends announcement letters along with application forms and guidelines to the 47 National Commissions for UNESCO, UNESCO field offices, major National Institutes of Education in the region and APCEIU's MOU partners in the region; 2) Screening and Selection: Submitted applications are reviewed by the Screening Committee, composed of experts, who then select the best practices; 3) Field Visit: APCEIU staff undertake field visits to the programme sites of the selected cases to confer the EIU Best Practices awards, conduct field observation and interviews, and provide the selected applicants with the guidelines for the final report; 4) Submission of the Final Reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 5) Publication and Dissemination: Final reports are published as a monograph series and disseminated throughout Asia and the Pacific region.

Given the favorable and enthusiastic responses from the region, and support from the National Commissions for UNESCO, APCEIU wishes to expand the positive momentum built thus far and further its efforts for the coming years.

APCEIU encourages educators, scholars and activists from the Asia-Pacific region to apply and share their experiences and perspectives. The Centre expects that through the EIU Best Practices, diverse practices of EIU will be widely shared throughout the entire region and beyond, thus contributing towards achieving a Culture of Peace.

Author



Ms. QIAN Lixia has devoted herself to various activities of education for 40 years, including teaching for 18 years, administration as deputy schoolmaster for 5 years and research on education for 17 years. She held several leading positions in the field of education, such as the Head of Beijing Xicheng Institute of Educational Sciences; Director of Center for ESD in Beijing Academy of Educational Sciences; Deputy Director of National Working Committee of ESD Program for UNESCO; Expert of China-UNICEF Education for Children with Special Needs Program; Expert on Special Education and Inclusive Education in China.

As a visiting scholar to the United States and the United Kingdom, she has done research on Inclusive Education and Education for Sustainable Development(ESD). She also attended many international conferences and academic exchange activities in Spain, Australia, New Zealand, Sweden, Japan, Thailand, Mongolia etc. Since 2008, she has carried out research on EIU and World Heritage Education (WHE).

Ms. QIAN Lixia has presided over a number of important research projects. The project on inclusive education of National Educational Sciences Planning, Ministry of Education, has won the first prize for the 5th Beijing Municipal Educational Sciences Research Excellent Achievements



in 2008. Furthermore, the research on ESD won the first prize for Beijing Achievements of Basic Education and Teaching in 2009 by Beijing Municipal Government.

In 2009, under the leadership of the Deputy Secretary-General of Chinese National Commission for UNESCO, Mr. DU Yue, Ms. QIAN has undertaken “Research on Strategies for Implementing WHE with Core Values”, which is also one of the National Educational Sciences 11th 5-Year Plan Research Projects from the Ministry of Education. In 2011, its sub-project *“Innovative Practice of Inter-disciplinary Implementation of Education for International Understanding (EIU) Based on World Heritages”* was named as EIU Best Practices 2011 by APCEIU.

Contributors to the Research

Project Consultant



Mr. DU Yue, Secretary-General of Chinese National Commission for UNESCO, leader of the WHE Project



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Acknowledgement

At the time of finishing this Best Practice Case Final Report, I would like to take this opportunity to express my sincere thanks to all those who have lent me a hand in the course of the Project.

First of all, I would like to show my sincere gratitude to those experts from Chinese National Commission for UNESCO, Beijing Municipal UNESCO Clubs Association, Beijing Academy of Educational Sciences, and Beijing Institute of Education for their valuable suggestions during the process of my writing the report. And I highly value the services of Mr. KimKwang-Hyun, Chief of Publication & Information Team, APCEIU, who visited the schools and gave suggestion. All of these experts' willingness to give their time so generously has been very much appreciated.

My particular gratitude also extends to the principals, and all the participating researchers, teachers and students from the High School Affiliated to Renmin University of China (RDFZ) like Ms. Wang Hailing, Ms. Ding Li, Ms. Wang Jiayu, Mr. Zhang Shuai, Mr. GaoJianzhong and Mr. Su Peiran etc., and those from the four Beijing Huijia Kindergartens (Wanquan Kindergarten, Guoji Kindergarten, XinHualian Kindergarten and ShijiXin Kindergarten) like Ms. Wang Yan, Ms. Li Jin, Ms. Chai Songzhen, Ms. Wang Lilang, Ms. Zhu Rui, Ms. Li Ran, Ms. Song Shuo, Ms. Ren Shan, Ms. Liu Na, Ms. Zhou Yixuan, and Ms. Zhang Min and those who I might forget to mention their names for their kind support and efforts. Without them I could not have been able to finish the Project.

Last but not the least, I would like to offer my thanks to Mr. Yao Chunsheng and Ms. Wang Zhizhuang for their assistance in the completion of this report.

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Innovative Practice of Inter-disciplinary Implementation of EIU based on World Heritages

1. Background

1.1 Project Proposal

In order to carry out the spirit of “strengthening education for international understanding(EIU), promoting cross-cultural exchange, enhancing students’ awareness and understanding different countries and cultures” proposed by the recently issued National Outline for Medium and Long Term Education Reform and Development Planning(2010-2020), in order to foster “a stream of personnel with an international horizon, familiar with international regulations and able to get involved with international affairs and competition to meet the demand of the national economy to have a society opened up to the outside world”. It is important to explore interdisciplinary approach to implement EIU based on world heritages in education, which will become the innovation point of EIU.

The ongoing 8th Basic Education Curriculum Reform has integrated planning in response to the trend of international education, in which the “awareness of diverse culture”, “international mind”, and “respect and understand the culture of different countries” etc. have been included in various subjects. Therefore, it is imperative for curriculum reform of quality education to carry out EIU and WHE(World Heritage Education). The research Interdisciplinary Approach to Implement EIU Based on World Heritages may help achieve the goals of transforming the curriculum function, structuring and teaching methods, motivating students to participate, and changing the existing problems of subject-oriented and lack of integration, and thus strengthening the students’ abilities to analyze

and solve problems.

Considering the abovementioned conditions, Ms. QIAN Lixia, Researcher of Center for ESD of Beijing Academy of Educational Sciences, proposed Innovative Practice of Interdisciplinary Implementation of Education for International Understanding (EIU) Based on World Heritages (Hereinafter as “Best Practice Project”). The Best Practice Project has also integrated the tasks of Research on Strategies for Implementing WHE with Core Values (2009-2012) (Hereinafter as “World Heritage Project”), one of the National Educational Sciences 11th 5-Year Plan Research Projects from the Ministry of Education. It aims to lay the foundation and to seek for “the effective methods in implementing WHE from the perspective of international understanding” for the World Heritage Project.

1.2 Pre-study

1.2.1 Research on World Heritage Project

In order to cultivate the students’ awareness on cultural tolerance, international understanding, and sense of responsibility for the prosperity of human society’s culture, the project Research on Strategies for Implementing WHE with Core Values was initiated in 2009 by Mr. DU Yue, Secretary General of Chinese National Commission for UNESCO. This project was organized and implemented by Ms. QIAN Lixia. The project aims to explore the effective approaches and methods to set up core values in the process of WHE, including respecting cultural diversity, inheriting national excellent culture, strengthening awareness on sustainable development and advocating international understanding, through teaching and learning activities in schools with world heritages as a platform.

The subproject “Research on Value Education on International Understanding for Intercultural Understanding and Culture of Peace” has laid the foundation for the Best Practice Project in 2011. One important achievement of this study is that it has set up the objectives of EIU (see Box 1), the core values and competences of EIU for students at different

ages (see Table 1), and the methodologies and procedures to establish the values of EIU (see Box 2) according to students' different levels of cognitive development.

■ Box 1: The Objectives of EIU

To understand the origin, development and current situation of other countries' history, culture and social custom based on the recognition of national traditional culture; to learn the skills and the behavioral norms for communicating with other people, and to develop the basic common values of mankind; to learn how to analyze the development of foreign countries' politics and economy and its impacts on national development; to understand and to learn how to deal with international issues such as economic competition and cooperation, ecological environment, co-existence of diverse culture, peace and development etc.; to cultivate virtues of kindness, selflessness, fairness, democracy, loving peace and caring for the common development of mankind; to take the responsibility and obligation of "Global Citizens".

■ Box 2: Methodologies and Procedures to Establish Values of EIU

Methodologies: 1. use Value Clarification Approach to teach students to make the right choice; 2. use Value Analysis Approach to teach students to think and to judge; 3. use Value Identification Approach to teach students to explore the core values independently.

Procedures: 1. search for hidden core values; 2. orient core values based on cognition; 3. experience and select values (with teacher's guidance); 4. Empathize and foster core values (with teacher's guidance); 5. improve and practice core values (with teacher's guidance).


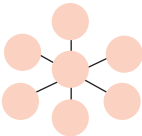


Table 1: Core Values and Competencies of EIU for Students at Different Ages

Ages	Core Values	Secondary Values	Development of Competencies
Preschool (before 6)	diversity	difference, tolerance	preliminary expression, communication, comparison, classification, analogy and summary
Primary school (6-12)	humanism, responsibility	respect and communication, nationalism and internationalism	expression, communication, comparison, classification, preliminary analogy and summary; preliminary collecting and dealing with materials
Junior high school (13-15)	co-existence	respect and communication, competition and cooperation, independence and dependence	collecting and dealing with materials; preliminary analysis, assumption and deduction
Senior high school (16-18)	change, responsibility	assimilation, localization, integration, innovation	collecting, dealing with and using information; analysis, assumption, deduction and application

1.2.2 Research on Interdisciplinary Implementation of Education for Sustainable Development (ESD)

In line with the requirements of implementing ESD in interdisciplinary and integrated way proposed by the International Implementation Scheme of the United Nations Decade of Education for Sustainable Development (2005-2014), and considering the current situation of curriculum management in schools, Ms. QIAN Lixia started working on interdisciplinary implementation of ESD from 2008 and has summarized a series of methods such as integrated, network, parallel and cascading modes etc. (see Box 3).

Box 3: Diagram of Modes for Interdisciplinary Implementation of ESD

Name	Integrated	Network	Parallel	Cascading
Diagram				
Definition	Find out the overlapped concepts, ideas from various subjects and form the themes.	Select a meaningful theme to integrate the contents of different subjects. Find out relevant contents in different subjects that are related to the theme and form a network.	Though different subjects are taught in separate themes or units, the sequences have been rearranged so that in a certain period, the contents of different subjects have some similarities and can help students to build the connections among different subjects.	Using a main theme to connect the important concepts of different subjects.

Interdisciplinary teaching needs a team for cooperative research which can be created as research community. The research community are not only refers to cooperative research network of composed of teachers from different subjects within the same school to carry out research together, but also refers to cooperative research network of teachers from different

schools to share experiences.

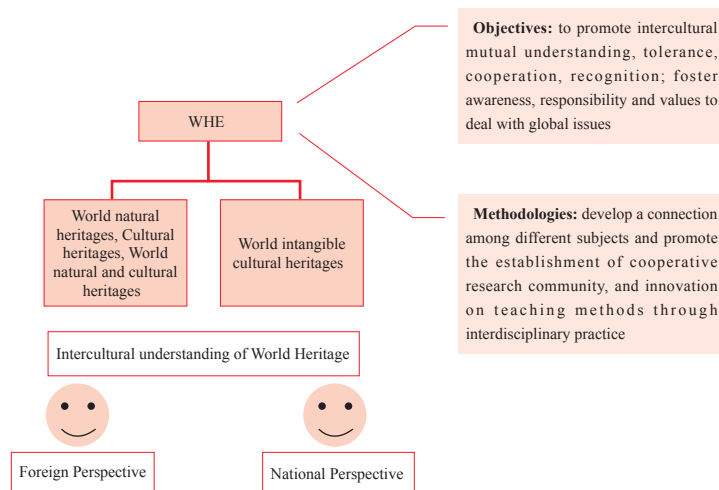


Figure 1: The research framework of Best Practice Project

1.3 Tasks of the Best Practice Project

Based on the abovementioned research, the project combines “EIU Best Practice 2011” initiated by APCEIU and the World Heritage Project, focusing on EIU with WHE as the platform, and explores the interdisciplinary practice in two dimensions (See Figure 1):

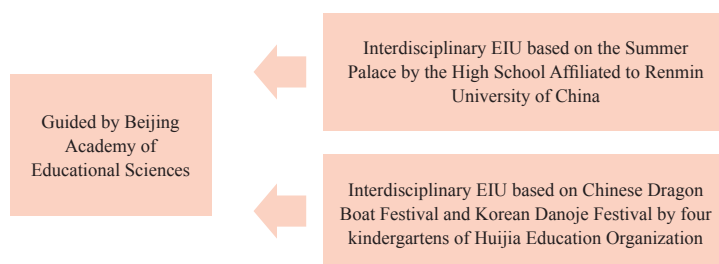
Dimension 1: exploring teaching mode for interdisciplinary cultural understanding for students from different countries based on the same object (world heritages);

Dimension 2: exploring teaching mode for interdisciplinary cultural understanding for students from the same country based on different objects (world heritages in different places).

1.4 Target Groups of the Project

Given the limitation of time, the Best Practice Project selected two schools Beijing Huijia Kindergarten and the High School Affiliated to Renmin University of China to be part of, the research project. Based

on world heritage, the Summer Palace and the world intangible cultural heritage, the Dragon Boat Festival, the Best Practice Project Team guided teachers of different subjects and of comprehensive practice to carry out interdisciplinary EIU for Chinese and foreign students.



2. Objectives and Methodologies

2.1 Objectives

Through innovative interdisciplinary practices of EIU based on world heritages, the project aims :

- to establish a multi-disciplinary and cooperative research community (research team formed by teachers from different disciplines), in order to promote the innovation of teaching methods and to create creative teaching models for EIU that will improve the quality of education;
- to set up learning models of EIU that are suitable for kindergarten, primary and secondary school students to strengthen the students' abilities to mutually understand, tolerate and recognize different cultures backgrounds as well as to heighten their sense of responsibility to cooperatively deal with critical issues of global community, and to enhance their capabilities to analyze and solve problems that will lead to the transformation of their behaviors.

2.2 Methodologies

2.2.1 Overall design of the Best Practice Project

The overall designs of the project include:

- to invite experts to provide task-driven training for teachers in order to grasp the key concepts of EIU and methods for implementation, and to learn to set up research goals;
- to set up interdisciplinary and interdepartmental research community so that the research tasks can be delegated explicitly and establish cooperative study;
- to guide teachers to explore the strategies to implement EIU, and find out the connections of WHE/EIU with curriculum and teaching;
- to practice in kindergartens and secondary schools to find out the best methods for EIU;
- to sum up the effectiveness of the practice and evaluate the objectives of the project and;
- to publicize the experiences and promote further research on EIU.



Figure 2: The overall design of the Best Practice Project

2.2.2 Interdisciplinary Approaches Applied in the Project

In kindergartens, the research applied integrated interdisciplinary method to carry out innovative practice of EIU based on intangible cultural heritage, the Dragon Boat Festival. In secondary schools, network interdisciplinary method will be used to implement innovative practice of EIU based on world heritage, the Summer Palace. The best practice modes for interdisciplinary EIU based on world heritages will be concluded after the two innovative practice (see Figure 3).

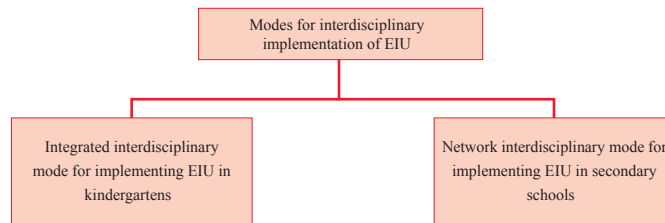


Figure 3: Modes for interdisciplinary implementation of EIU

3. Best Practice Cases

The two best practice cases on EIU will be introduced in the following parts to present the research objectives and methods of the Project.

3.1 Preschool EIU Best Practice Case-Huijia Kindergarten

[Project Title] Chinese Dragon Boat Festival, A Festival of the World—Huijia Kindergarten Effective Practice of Interdisciplinary Implementation of EIU

[Project Schools] Huijia Kindergarten—HuijiaWanquan Kindergarten, HuijiaGuoji Kindergarten, HuijiaShijiXin Kindergarten, and HuijiaXinHualian Kindergarten

[World Heritage] World Intangible Cultural Heritage Dragon Boat Festival/Danoje



3.1.1 Background

Beijing Huijia Kindergarten is a private preschool unity which adopts programs of International Baccalaureate Organization (IBO) and has 37 branches. The kindergarten mainly adopts the curriculum of Primary Years Program (PYP), which focuses on student-oriented, interdisciplinary and conceptually driven inquiry activities.

In line with the principle that teaching should include real-life practice and example in order to stimulate the children’s interest and desire to learn, the Chinese Dragon Boat Festival was introduced to Huijia Kindergarten under the PYP teaching theme “Our Festivals”. The Dragon Boat Festival being a world intangible cultural heritage is being celebrated all over the world which makes it a best topic for EIU practice.

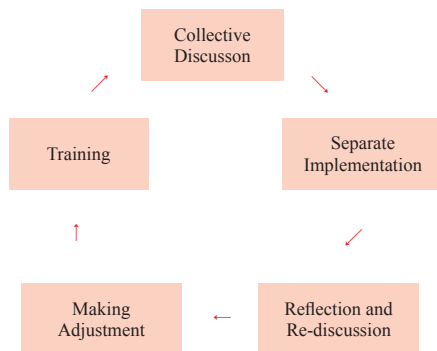


Figure 4: Action Research Mode

3.1.2 Project Design

Huijia Kindergarten selected four branch kindergartens that have EIU research basis to carry out the EIU practice. Action research method (see Figure 4) is applied and the whole process is divided into the five steps. First, invite experts to conduct task-driven training and to explain the value and the task of the research in order to heighten the teachers’ sense of educational innovation. Second, under the guidance of PYP experts, gather the childcare supervisors and the leading teachers of the four kindergartens

to prepare the lectures collectively, to make the project implementation plan on the topic of “Chinese Dragon Boat Festival, A Festival of the World”, and to define the tasks and the orientations of different branch kindergartens so that they can make their own plan. Third, each branch kindergarten implements its own plan (see Figure 5), and explores effective teaching methods in carrying out EIU. Fourth, host workshop on interdisciplinary implementation of EIU and share experiences and propose recommendations. Fifth, invite experts to have site visit and provide guidance to each branch kindergarten so that the original implementation plan can be improved and adjusted. Huijia Kindergarten carries out the effective practice on interdisciplinary implementation of EIU through the above mentioned circulation mode (see Figure 4), working out different special EIU teaching methods that can be used in kindergartens.

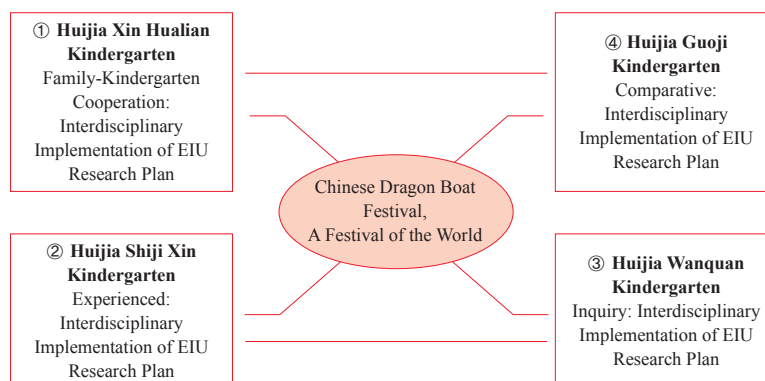


Figure 5: Different Implementation Plan

3.1.3 Objectives

The objectives of this activity were:

- to know and understand the cultural background of the Dragon Boat Festival;
- to enhance the children’s basic understanding on intangible cultural heritage in order to reinforce their preservation knowledge;
- to strengthen the children’s capability to collect information and to

- develop their critical thinking ability;
- to enhance the teachers’ understanding on EIU and to develop their ability to effectively implement EIU in their class;
- to create a research community that will form a creative teaching model for integrated interdisciplinary implementation of EIU; and,
- to strengthen cooperation between family and school and to encourage parents to voluntarily promote EIU.

3.1.4 Target groups

Considering the children’s cognitive structure development as well as the cognitive characteristics of the different age group, K3 and K4 classes¹ from Huijia Kindergarten was selected as the target group.

3.1.5 Methodologies

Having the “Chinese Dragon Boat Festival, A Festival of the World” as activity theme, the four kindergartens undertook the following steps (see Figure 6) to achieve the objectives of the project:

Step 1: The children were introduced of the Chinese Dragon Boat Festival and Chinese traditional culture to create awareness and interest on the festival.

Step 2: They were encourage to explore the cultural connotation and meaning of the Dragon Boat Festival of other countries in order to widen their horizon.

Step 3: Through comparing the culture and customs of the festival as celebrated in different countries, the children’s global awareness and cross-cultural understanding was developed.

¹ Note: K3 refers to higher kindergarten class, age range: 4-5; K4 refers to senior kindergarten class, age range: 5-6.

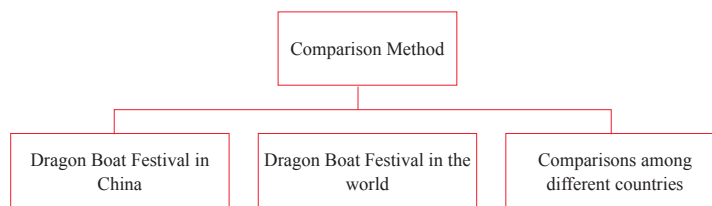


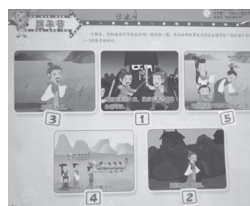
Figure 6: Teaching Process

3.1.6 Main Activities

3.1.6.1 Initial Research Materials Related to Dragon Boat Festival

To identify the starting point and improve the quality of education, teachers first had a preliminary survey and study on children's knowledge about Dragon Boat Festival. Specifically, they applied the following approaches:

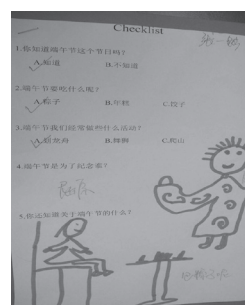
- adapted the content of into pre-experience questionnaire according to the teaching objectives and gave a test or interview to children in the class.
- used Internet, newspaper and books for information, help children to form a primary understanding about the Dragon Boat Festival.
- encouraged the children to draw pictures based on their own experience and knowledge concerning the Festival.



▲ Rearrange the pictures according to the story



▲ Look for information from newspaper



▲ Pre-experience Questionnaire

3.1.6.2 Family-Kindergarten Cooperation- Identify the Activities

To make sure the children understand the basic concepts of intangible cultural heritage and international understanding, the four kindergartens actively mobilized their resources, and formed a community of learners with children, parents and teachers. Specifically, they applied the following approaches:

- Use various ways such as Letter to Parents and Children's Learning Tasks to make the teaching contents clear to the parents,
- Motivate parents to take their responsibilities as a member of the community of learners, and encourage them to collect information along with their children to learn about the festival through their own experience. For instance, through mobilizing the resources of the Korean parents and Japanese parents, Huijia Kindergarten enables children to learn more about the Dragon Boat Festival from family education and strengthen their understanding about the culture of the festival.



▲ Making Zongzi with grandparents



▲ A parent introducing Korean Danoje Festival



▲ Making Koinobori with father

3.1.6.3 Inquiry and Experience

Considering that children at this age group are characterized by active curiosity, excellent imitation, restless by nature, and relatively shorter time for attention, the four kindergartens applied the approach of inquiry and experience. Through setting up compatible teaching context and letting children to experience for themselves, teachers allowed them to perceive the festival and to understand the importance of protecting and inheriting it. Specifically, they applied the following approaches:

- Setting up a compatible teaching context by showing the children the video and photos of making Zongzi and rowing dragon boats which boosted the children's interest and desire to learn; and
- Designing and implementing the activities which made the children experience, understand and appreciate different cultures. Activities such as :

handwork- drawing masks, paper folding-dragon boat, making Zongzi, making multicolored thread, hanging Chinese mugwort leaf, making dragon boats, etc.; arts- Dragon Boat Dance, Mask Dance, singing "Rowing Dragon Boat Together"; sports- dragon boat race, wrestling, archery, etc.



▲Setting up compatible teaching context



▲Drawing dragon boat



▲Making Zongzi together

3.1.6.4 Innovative Practices

Huijia Kindergarten focuses on developing children’s capacities and potential in an open teaching environment. Through inspiring children with various kinds of materials in the process of inquiry, teachers encouraged them to discover the culture of the festival using innovative practices. Specifically, they applied the following approaches: encouraging children to discuss and exchanging ideas through peer and collaborated learning thus strengthening the children’s understanding of the festival according to their cultural contexts; and inspiring children using pictures and different materials to cultivate their creativity and practical ability.

3.1.6.5 Protection and Inheritance

In line with the children’s interest, they were asked to compare the Dragon Boat Festival according to the following aspects: origin, food, drinks, and ways of celebrating and eventually to demonstrate what they have learnt in the community. By comparing the festival as celebrated in the different countries, the children are taught to appreciate and share the intangible cultural heritage with a global perspective.



▲ Different dragon boat(1)



▲ Different dragon boat(2)



▲ Different dragon boat(3)



▲ Dragon Boat Festival in my heart



▲ Korean’s way of celebration



▲ A little narrator

Though working on the same PYP teaching theme, the four kindergartens highlighted their own characteristics according to their environment and conditions thus developing four modes of teaching activities (i.e. Family-Kindergarten Cooperation, Experiential, Inquiry, and Comparative) and infiltrating the quintessence of EIU—respect and tolerance to different culture, in the teaching process.

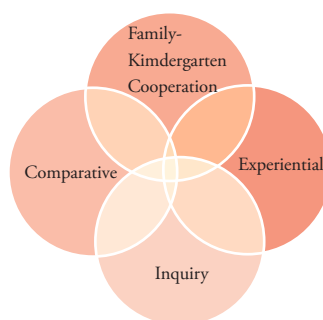


Figure 7: Four modes of teaching activities

3.1.7 Results and Analysis

3.1.7.1 Results

Through Huijia Kindergarten's interdisciplinary practice of EIU, positive changes can be seen on the children, teachers, and parents during the teaching-learning process such as the following:

- **Children have learnt to understand and respect the culture of different countries through interdisciplinary practice of EIU.**

Through this effective practice of EIU, children have learnt about the origin of the Dragon Boat Festival in different countries and the ways of celebrating the festival under different cultural background.

With teaching activities such as discussing with parents and peers, making Zongzi, drawing pictures and holding dragon boat race etc., the children's capacities in language, arts, social interaction and cooperation, and their mastery of gross motor and fine motor skills etc. were developed in this

process.

Meanwhile, children have shown strong interest in traditional culture and activities. Through answering the questions, children expressed their recognition and respect to different culture, and manifested an awareness to protect their own culture. They also actively disseminated the ideas in the family and community. In the extended activities, by leading the children to learn about the intangible cultural heritage, children had more profound understanding of intangible cultural heritage.

■ **Children's Comment:**

"Korean's way of celebrating the Danoje Festival is interesting. It is quite different from ours in China. We can play with Korean children and share stories with each other when celebrating the festival."

"Now I know how to celebrate the Dragon Boat Festival. If we can teach one another, then there will always be people celebrating the Dragon Boat Festival."

■ **Parents' Comments:**

"Our children may not remember the time and the place of this event in the future, but surely they will never forget how to celebrate the Chinese traditional holiday—the Dragon Boat Festival. This teaching activity will inspire them for life."

■ **The teachers who participated developed their awareness on EIU and strengthened their interdisciplinary teaching skills.**

During the teaching process, teachers as the guiding factors and as members of the learner's community have experienced learning and growing up with children. Through training, discussing and teaching, teachers have gradually understood the meaning of "EIU", "Intangible Cultural Heritage" and its corresponding values.

Besides, teachers' professional qualities have been greatly improved through effective research methods. Not only have their teaching skills on PYP been improved but they also practiced the new mode of independent teaching and cross-kindergarten teaching. They learned to think independently and build their own teaching modes, thus becoming more active in their work.

■ Cross-kindergarten research community was established.

One of the biggest achievements of the project is the establishment of cross-kindergarten research community, which reflects the collective wisdom and strength and forms the integrated teaching plan. Based on the plan, each kindergarten branch developed its own special resources and practical experiences which was shared with each other. The cross-kindergarten research community can effectively guide teachers to explore the laws of education in practice, to encourage teachers to “explore in practice” and “reflect in exploration”, thus promoting the development of teaching quality for implementing EIU at kindergartens.



Figure 8: Joint Teaching Mode

Though research community, first, teachers’ awareness on EIU has been rapidly strengthened at kindergartens, and their teaching plans and orientation become clearer. Second, the lessons and experience on EIU have been summarized and shared in time through research community. Third, under the framework of research community, multi-kindergarten modes for collectively promoting EIU have been established, which could be disseminated in wider areas.

■ **Research Staff's Comments:**

“With the implementation of the project, we form a diverse and multilevel research group. Throughout the whole process of theoretical guidance to practical research, experts on EIU, research staffs from Huijia Kindergarten, childcare supervisors of different kindergartens and the teachers work together to establish an efficient and creative research team. It is this team that guarantees the effective practice of EIU in Huijia Kindergarten.”

Some experts on EIU pointed out that it is quite difficult to implement cross-kindergarten EIU because different kindergartens may have their own characteristics. They need a team to better mobilize the resources. The research group of this project is an inclusive team composed of researchers, teachers, children and parents. And it is a team that knows how to carry out research and is willing to learn.

■ **Cooperation between parents and kindergartens has improved the quality of EIU.**

Interdisciplinary implementing EIU through family-kindergarten cooperation has not only deepened the understanding of EIU, but also raised their sense of responsibility in protecting and inheriting intangible cultural heritage. With such an influence, parents will consciously integrate the element of EIU and world heritage protection into family education in the future. And the activity has also provided a very good chance for parents to interact with their children, which is a win-win situation for school and family education. Family-Kindergarten cooperation makes it possible for parents to truly become a member of the learners' community and it has promoted a growth in the parents' side. It is found that cooperation between parents and kindergartens play an important part in promoting the children's development. It can improve the quality of EIU in kindergartens as to whole.

3.1.7.2 Analysis

■ Parents' Comments:

Parent 1: "This teaching activity is very good for the children because it can help them develop abilities to cooperate and to understand the culture."

Parent 2: "The children nowadays do not have such kind of cultural education. I think it is a good beginning such an exploration in kindergartens. It may bring them good if the children know about this in their childhood."

■ Research Staff's Comments:

"When implementing EIU, we brought parents into full play. Through family-kindergarten cooperation, we ensured consistency in family and school education and have promoted the children's development in the broadest sense. The quality of EIU can be guaranteed."

■ Best Practice Effectively Promotes the Practice of EIU

In the context of globalization, EIU is indispensable. The theme of Huijia Kindergarten's practice "Chinese Dragon Boat Festival, a Festival of the World" is consistent with EIU's major themes, i.e. building a respect, reconciliation, and solidarity, cultivating inner peace, and promoting responsibilities. This project may help children establish a sense of social responsibility and see that they have a duty to inherit their national culture and protect world heritages. And it may also benefit the establishment of mutual understanding and respecting values among youngsters, promoting a long-term friendship and peaceful development between different countries. Beijing Huijia kindergarten cross-kindergarten interdisciplinary practice of EIU is an innovation. As stated above, the research results of Huijia Kindergarten's effective practice showed that EIU can be implemented in kindergartens, and should be implemented from kindergarten level.

■ Social Impact of the Case

The demonstration activity not only attracted the residents in the community, but also attracted the media. The project group decided to hold a workshop to exchange ideas and to disseminate the results and the achievement of this project so as to expand its influence in the community

and in the society. This project has provided an effective case of EIU in kindergartens. The report of this project will also give precedent to the national and regional education administration departments to make policies for promoting EIU and World Heritage Education.

■ Significance in Promoting Educational Reform

The results of this research are of great significance in promoting educational innovation and educational reform.

- Different from the traditional knowledge-based curriculum, Huijia Kindergarten's interdisciplinary practice of EIU focuses on fostering children's attitude of lifelong learning. In such a case, the process of learning knowledge and skills can also be a process of learning how to study and forming the right values. This practice has effectively motivated a change in curriculum function.
- Huijia Kindergarten's interdisciplinary practice of EIU emphasizes the links among different subjects and the integration of various kinds of curriculum resources. Considering the reality that there is a lack of links among different subjects in preschool education, this research will contribute to the change of curriculum structure.
- By integrating Family-Kindergarten cooperation, experiential, inquiry, comparative teaching approaches with PYP's teaching mode, Huijia Kindergarten's innovative practice has successfully motivated a change in teaching mode, that is, from simple to diverse.

3.1.8 Critical Reflection and Recommendation

- Kindergartens need to start from reality, and carry out various kinds of EIU and World Heritage Education (WHE), because WHE is closely related to multicultural understanding and thus constitutes one important element in the promotion of EIU.
- Given that it is not easy to integrate the concepts and ideas of international understanding, teachers need to practice more in the future. When implementing interdisciplinary teaching, teachers

should highlight the characteristics of different subjects so as to better integrate the ideas of EIU into the courses.

- Preschool education should also try to avoid being adult-oriented. Teachers should pay attention to the design of the courses. All the questions and the context should be in conformity with children's age.
- While playing the guiding role, teachers must pay enough attention to developing children's leading role. This is a problem that must be emphasized.

3.2 Secondary School EIU Best Practice Case-RDFZ

[Project Title] Dialogue between China and the West on World Heritage: Cultural Inheritance and Intercultural Understanding

[Project School] The High School Affiliated to Renmin University of China (RDFZ)

[World Heritage] The Summer Palace and the Palace of Versailles



3.2.1 Background

The High School Affiliated to Renmin University of China (Commonly known in China as RendaFuzhong, abbreviated to RDFZ) is situated in the Zhongguancun Science and Technology Zone in Haidian District of Beijing municipality. As a well-known high school in China and abroad, RDFZ has established cooperation with many international top schools in America, England, Japan, Singapore, Australia, Finland, etc . In 2003, RDFZ joined in Associated Schools Project network (ASPnet) initiated by UNESCO and took the responsibility to actively promote the project in China. In 2006, RDFZ set up subject on EIU. Since 2008, “UNESCO International Education” has been set up as selective subject

and compulsory subject in high school and middle school respectively.



▲ RDFZ

As a famous high school in China and abroad, RDFZ has attracted many students from a number of countries. The diversified cultural background of the students presents a challenge for achieving the educational goal of “respect and understand different cultures

in the world”. Apart from specific subject on international understanding, the research team of RDFZ has initiated new study on how to carry out interdisciplinary implementation of EIU. In 2009, RDFZ took part in the World Heritage Project. As a member school, RDFZ has undertaken the study on interdisciplinary implementation of world heritage education and selected the world heritage Summer Palace as the main target. For three years, the following three steps have been taken in school to guide students to visit Summer Palace and get to know it in an interdisciplinary way.

The report will highlight the research outcome of the third phase, that is promote cultural inheritance and cross-cultural understanding through interdisciplinary teaching practice on the topic of dialogue between China and the west, which is based on the world heritages, the Summer Palace and the Versailles.



3.2.2 Project Design

In cooperation with the experts on WHE and EIU and from the administration departments of the world heritages, the project is implemented in high school of RDFZ, with the topic as “Dialogue between China and the West on World Heritage: Cultural Inheritance

and Intercultural Understanding”. Teachers of different subjects such as Geography, Chinese, Politics, and History etc. carried out cooperative study and identified the interdisciplinary teaching methods for students from different countries to understand different world heritages (the Summer Palace and the Versailles).

The project involved site visit to the Summer Palace in order for the students to know and understand the cultural value of the heritage. Furthermore, the students realized the existence of such cultural heritage which is influenced by the geographical environment, historical development and political system. The western example of imperial gardens, French Versailles, was selected and compared with the Summer Palace. The differences has been analyzed in line with geography, history and politics so that the students can understand and appreciate various cultures.

3.2.3 Objectives

- to make the students understand the difference and similarity of cultures of different countries; to create awareness on respecting cultural diversity and intercultural understanding and to develop critical thinking;
- to explore the interdisciplinary teaching methods through the integration of curriculum resources of Geography, Chinese, Politics and History; and to promote the establishment of the cooperative research community composed of teachers from different subjects

3.2.4 Target groups

The main target groups of the project are Chinese students and international students in RDFZ.

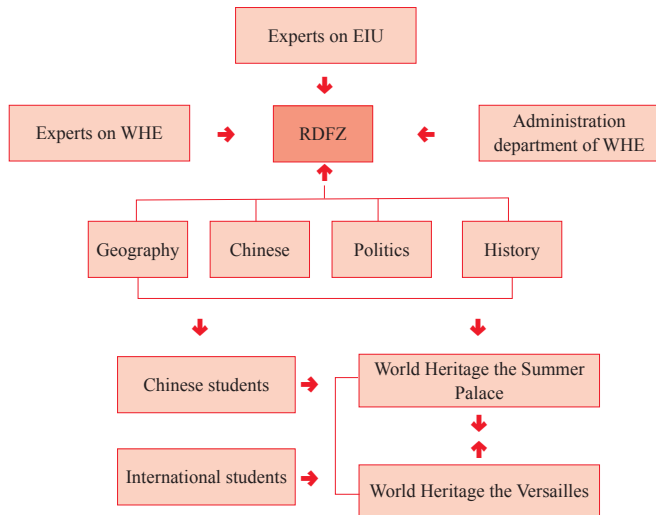


Figure9: Target Groups



Discussing World Heritages



Students Communication

3.2.5 Methodologies

The main activity of the project is to compare the Summer Palace with French Versailles, which can be divided into three stages:



Step 1: Teachers' Explanation- Integrated Knowledge of Different Subjects

The teaching contents are mainly delivered by teachers in lectures with simple but vivid language. Narration, description, explanation and deduction was used to impart knowledge and instruct students to understand and analyze problems. Different subjects will achieve the following goals:

Geography: Focusing on “Understand”—the formation and development of all cultures have been deeply influenced by natural and human environments. The variance of different cultures was brought about by different environments.

Chinese: Focusing on “Tolerance”—culture is diversified and different cultures should be understood and tolerated. It is important to understand and appreciate in the perspective of cultures.

History: Focusing on “Co-existence”—observe the world with international viewpoint, and rethink the religions, cultures, nations and interests and needs of different social classes, so as to promote the mutual understanding.

Politics: Focusing on “Inheritance”—culture not only needs to be inherited and protected, but should be understood and carried forward.



Step 2: Students' Inquiry- Inquiry-based and Problemsolving Process

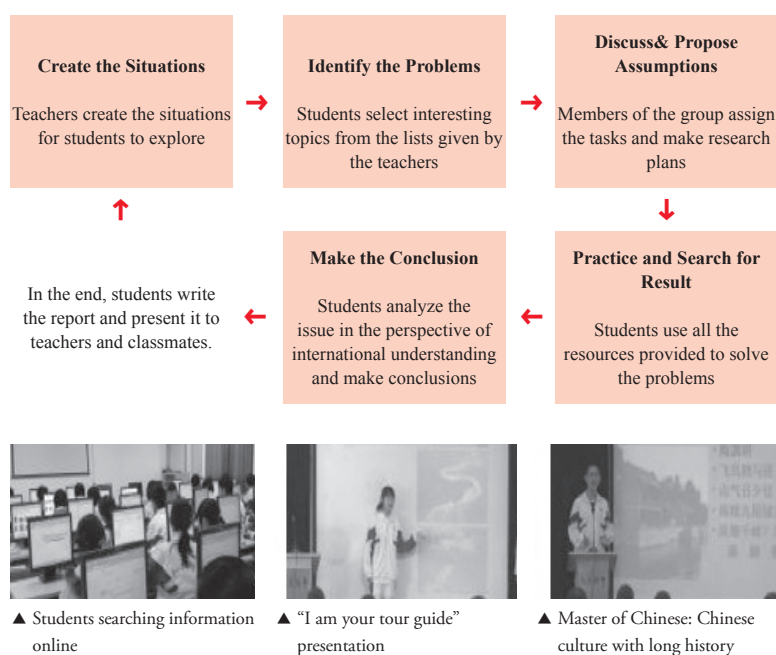
The teachers created a situation which helped the students to identify and select the main and basic goals.

The following questions was given to the students:

1. What made the Summer Palace the world heritage?
2. What are the differences in geographical conditions between the cultures embodied by the Summer Palace and the Versailles?
3. What are the differences in historical background between the cultures embodied by the Summer Palace and the Versailles?
4. What are the differences in political institutions between the cultures embodied by the Summer Palace and the Versailles?
5. What do you think of these differences? Can you understand them?
6. What kinds of world heritages in your country can embody the universal cultural value?
7. What will you do to protect world heritages with the universal value?

The activities consist of the following teaching parts: (1) create the situations; (2) identify the problems; (3) discuss and propose assumptions; (4) practice and search for result; and (5) make the conclusion.

Step 3: Situation-experiencing- Role Play



In the process of the project implementation, students got very interested in the reconstruction of the Summer Palace after 1888, teachers grasped the chance and designed a drama, which shows the empress of Qing Dynasty, Dowager Cixi meeting with envoys of different countries to discuss the reconstruction of the Summer Palace. Through role play, students changed their way of thinking, and understood the historical tragedy resulted from the international estrangement and conflicts in the certain historical background. Thus, they realized the importance and urgency of international understanding, and turned the awareness of the interdependence of human and cultures into conscious actions.

Through role play in the drama, students can experience the way of thinking of different roles in different cultural background. The drama is organized by the students, including directing, play writing and acting.

Director: instructs the whole process of the drama and different roles under the guidance of the teacher

Actors: play the roles under different cultural background, and switch roles for better understanding of diverse cultures

Playwright: figure out the minds of different roles under different cultural background and write the scripts



▲ Historical play



▲ Act as Louis XVI



▲ Act as the Empress Dowager

3.2.6 Conclusions and Analysis

Improved students' awareness on cultural co-existence and prevent narrow nationalism through developing national feelings and international views. By comparing their own culture with the other cultures, students learned the essence of diversity and the common values of humanity, thus, they become more tolerant and open-minded.

■ **Students' Comments:**

"I came from Thailand to study in RDFZ. This activity guided me to view the Summer Palace from a different perspective. It is so beautiful, not only the natural scenes, but also the glorious architectures."

"Why it should be burnt down? As a student from UK, I felt extremely shameful. I only got to know this history after I came to China. It resulted in tremendous loss since we didn't respect the cultures. I totally understand why teachers would like to implement EIU, only mutual understanding and respect can guarantee peace."

■ **Comments by world heritage experts:**

“I am lucky to listen to such an excellent class after graduating from the middle school. We live in a global village and the integration and conflict between diversified cultures are becoming more often. All your efforts have made me realize that culture is diverse, and different cultures can be understood and recognized.”

Enhanced teachers’ awareness on innovation of EIU. Through effective research methods, teachers learned a lot on EIU. They have accumulated knowledge as well as teaching methods on EIU. Furthermore, they learned the interdisciplinary and intercultural teaching methods which rapidly improved their teaching capabilities as well as awareness on innovation of EIU.

■ **Teachers’ Comments:**

Teacher of History: For the unavoidable conflicts, it is better to promote understanding. Human beings torn by wars have come to realize that hate, hostility and wars are not the final solutions in the era of globalization. Peace can only be achieved through mutual understanding and respect, strengthening communication, setting aside the difference and insisting on fair and just principles.

Teacher of Geography: EIU should be integrated into student’s life and start from their daily life, which will guide the students to recognize the idea of international understanding.

Teacher of Chinese: Students study by subjects in school, but when they get into society, the knowledge is not separated by subjects. I hope teachers can discard the subject-oriented idea and provide students an integrated education by considering the students’ way of thinking.

Established research community on EIU. The research team has created the framework on EIU and built the resource platform as well

Strengthened the social participation of EIU through communication with administration department of the world heritages. During social activities, society will provide more resources and platforms for carrying out EIU, which will also make the project more practical and meaningful.

■ **Comments by the Director of the Cultural Heritage Department of the Administration Office of the Summer Palace:**

“All these vigorous students attracted by the Summer Palace, and all the student volunteers made me feel that the Summer Palace is like an ambassador, attracting people from all over the world and introducing Chinese cultures to the world. We do not need to lecture them deliberately. The Summer Palace itself has the amazing power to make us subdued, touched and admired.”

4. Conclusion

To sum up the two cases, it can be found that the success of a best practice case depends on the following aspects:

First, a best practice case needs to have good topics. EIU should be in line with the cognitive characteristics of students and the topics and contents should be interesting. It has been proved that the world heritage and the intangible cultural heritage can provide students an interesting topics for them to actively explore, which is a prerequisite to achieve educational success.

Second, a best practice case needs innovative methods. Traditional teaching methods emphasize too much on discipline-oriented knowledge, while ignoring the comprehensive knowledge and ability that learners need to solve problems. Therefore, interdisciplinary implementation of EIU can help students understand the links and differences between things from different cultural background with multiple perspectives, develop abilities of critical thinking and promote innovative teaching methods.

Third, a best practice case needs a good collaborative research team. WHE and EIU involve a variety of disciplines, fields and departments. The effective implementation of WHE and EIU not only requires a collaborative research team within the school, but also communication with relevant sectors outside the school. The success of this project depends on the establishment of interdisciplinary research team and interdepartmental cooperative research. And this is also the key to improving the quality of education.



Finally, a best practice case needs a platform for communication and improvement. From the beginning, the project got theoretical guidance from “EIU Towards a Culture of Peace: a Conceptual Framework” and practical guidance from “Guidelines for Final Report of EIU Best Practices 2011” given by the APCEIU, which guided the whole study focusing on the core issues of EIU. Throughout the study, Dr. Kim Kwang-Hyun, a representative from APCEIU also gave guidance. We look forward to hearing from peer educators for more comments and suggestion.

Field Visit

On behalf of APCEIU, Dr. Kim Kwang Hyun, Chief of the Publication and Information Team undertook a field visit to Beijing, China from 8 to 11 November 2011 to carry out the following missions: 1) to confer the EIU Best Practices Award to the Author, 2) to give a speech on APCEIU's experience of EIU in these years 3) to provide the guidelines on finalizing the report: and 4) to interview teachers and students involved in this case, and establish connection for further cooperation and communication.

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APCEIU



▲ Conferring the EIU Best Practices Award to Ms. Qian Lixia, Head of Beijing Xicheng Institute of Educational Sciences



▲ Giving a speech on the Recent Development of EIU at the awarding ceremony



▲ Primary school lecture observation

