

Creativity in Chinese classrooms



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Creativity

- *Seeing new or other possibilities*
- *Active participation in a collaborative process of generating, shaping and evaluating ideas*
- *Personal investment and self-expression*
- *Pursuing meaningful goals and presenting to others*

How can Creativity Enhance the Learning of Community languages?

- Developing linguistic skills by providing meaningful and engaging contexts as well as opportunities for genuine communication
- Broadening understandings of literacy by encouraging language comparison and exploring different media
- Expanding intercultural understanding by enabling a dynamic interaction with heritage and an appreciation of different cultural perspectives
- Strengthening students' confidence and pride in identity
- Facilitating home and community involvement

Creative projects in Chinese classrooms

– Scrapbook-Spring and Summer



Slideshow



<https://youtu.be/HB8p68TEKI>

- This project connects the books with practical things. Before, they only learnt these in the textbook. But now, those are in the real world for them. When they go out sometimes, they cannot stop looking for the things they want for the work. They kept on asking me what things are in Mandarin as well.

(Mother, London Mandarin School)

- It is like you are on a motorway and there is no way down or out. It is the same all the time. Not something different. This makes it more.. sort of up and then down and the left and then something else and then up and then right.

(Student, London Mandarin School)

– Monkey King



Teacher role and Students roles

- Teacher: facilitator
 - Set up the condition
 - Encourage creativity
- Students: creators
 - Take ownership and responsibility
 - Create their own space

Basic Planning

- **Developing initial ideas for theme, text or task**
- **Planning over a sequence of lessons**
- **Preparing detailed individual lesson plans**
- **Scaffolding**

Developing initial ideas for theme, text or task

- Take account of the scheme of work and progression in students' learning (creative work frequently involves **crossing narrow topic boundaries**)
- **Consult your students**
- Seek opportunity to **work with or get advice from a colleague**

Developing initial ideas for theme, text or task

- Note and expand on initial ideas identifying **text/ theme, key task(s)** and chosen **art form / combination of art forms:**
 - *story*
 - *poetry*
 - *song*
 - *painting*
 - *drama*
 - *puppetry*
 - *dance*
 - *multimedia*

Task 1

Developing initial ideas for theme, text or task

Scaffolding

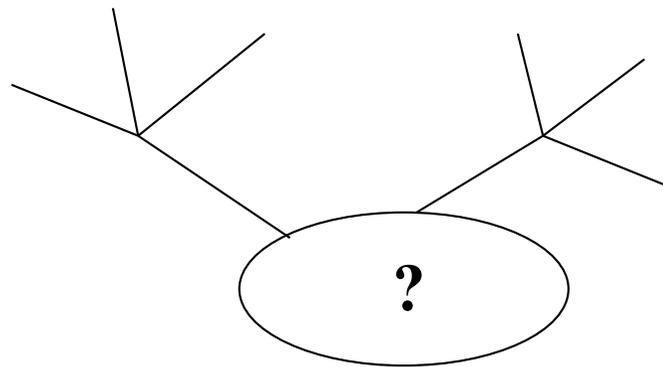
- Making links to prior learning and experience
- Structuring
- Exemplifying / Modelling
- Providing visual support
- Encouraging interaction with peers through collaborative group work
- Taking different learning styles into account
- Allowing some use of learners' dominant language to support learning through target language

Making links to prior learning and experience

- students become more engaged in their learning when given the chance to make sense of culture in their own terms
- Learners activate knowledge consciously or unconsciously by making links to stories, songs, films from culture/community with which children are likely to be familiar.
- See parents and other community members as a resource.

Making links to prior learning and experience

- **Brainstorming**
 - teacher puts a topic/question/image in a circle in the middle of the board and invites students to say what they know about it.
 - As students come forward with ideas, the teacher builds a **mindmap** around the circle leading from key ideas to more detailed information.



What do you know about:

- Chinese communities worldwide (which countries have you been to?)
- differences in the seasons between UK and China?
- Chinese paintings?
- traditional Chinese weddings?

What could you try to find out?

For example, in relation to Chinese communities students might want to find out about:

- climate
- landscape
- buildings
- dress
- music

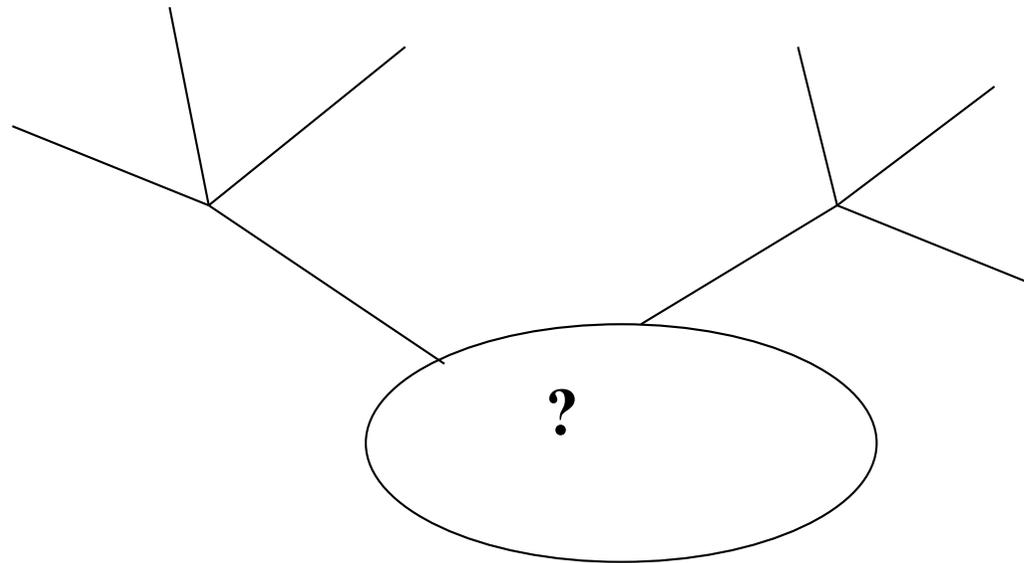
Where could you go to get information?

- parents / family in this country or abroad
- library
- internet

Having carried out research for homework on areas identified students might then be asked to report back to whole class or group on what they have found out and then consider how they might use the new ideas / information in a creative task.

Task 2

Mind map with learning partners what related to the theme.



Structuring

- Whilst creative work requires freedom for learners to develop ideas and to experiment, there also needs to be a clear framework to guide the process.
- Providing guidelines for choice of task or content.
- **Negotiating end goals** with students
- Identifying **broad stages and deadlines** for completing each stage.
- Identifying and assigning **responsibilities** for students.

Stage	Activity	<i>Example: Creating dual language comic book</i>	Time allocated Deadline
1	Agree focus (theme/text/task)	<i>Goal to create dual language comic book based on drama and to present to community</i>	
2	Plan	<i>Schedule put together for work to be carried out each week</i>	
3	Research	<i>Different comic books examined by students to develop ideas on how they would create their own</i>	
4	Draft/Rehearse	<i>Class divided into 3 groups to work on different sections of comic book. Leaders identified for each group. Work on content of pages begun, some working more on page design and drawing, others more on bilingual text.</i>	

Stage	Activity	<i>Example: Creating dual language comic book</i>	Time allocated Deadline
5	Review (peer or teacher led)	<i>First review by group leaders together look at progress on drafts , discuss what needs to be improved and what should be left out. Feedback to groups. Some students moved to work in different groups.</i>	
6	Develop / Redraft / Rehearse	<i>Further work</i>	
7	Review (peer or teacher led)	<i>Second review by group leaders together</i>	
8	Develop / Redraft / Rehearse	<i>Further work</i>	
9	Present / Perform	<i>Display and presentation to parents and other community members.</i>	
10	Review (peer or teacher led)	<i>Celebration of achievement. Discussion of feedback received and plans for possible future projects.</i>	

Exemplifying / Modelling

- developing students' understanding and confidence
- whilst some students may need to stick fairly closely to a model in their own work, others should be encouraged to be more adventurous.

Providing visual support

- Visual support is important for contextualising, for conveying meaning and for making learning processes transparent.
- A variety of images were used in PowerPoint or interactive whiteboard presentations, on posters, on flashcards and worksheets.

Downloadable Teacher's Handbook

– <http://www.gold.ac.uk/clcl/multilingual-learning/creativity/>

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