

ASIA-EUROPE CLASSROOM NETWORK (AEC-NET) PROJECTS FOR 2012/2013



PROJECT FACTSHEET

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COUNTRY:

Singapore

PROPOSED PROJECT NAME:

Fact or Fiction- Imagined Space of Tourism

PROJECT DESCRIPTION / SUMMARY

Geographical imagination is a way of illustrating a representation of reality which differs from how something looks like in reality. The geographical imagination of tourists, hence, suggests that there are tourist 'ways of seeing' places that differ from the actual representations. The fusion of tourist representations and marketing philosophy blurs the boundaries between reality and fiction, through the use of place imagery. Through uncovering the actual representations of tourist attractions in this project, students will gain insights to the one another's culture from a local point of view.

RATIONALE FOR THE PROJECT:

To allow students from the three countries to gain a deeper understanding of the true culture and history of one other's countries through the sharing of interesting misconceptions of their own country, as represented in tourist maps/ books, and present the actual facts on culture or history of their own country to their overseas friends.

This not only can help to forge a stronger understanding and learning interaction among students from the West and East, it can also introduce interesting elements of place imagery.

EXPECTED CONTRIBUTION FROM ASIAN SCHOOLS/STUDENTS:

Student and Teacher participants have to contribute in the following areas:

Phase I (Online Access and Interaction)

Student groups will be formed between the schools across the different countries. Facebook and Instagram on the project will be set up for students to join as 'members'. Registration of students (based on groupings) will also commence at the same time. This will allow intercultural communication to take place right from the start. (Arrangements will be made known to the students on Facebook.)

Task 1a: The students groups will be allowed to choose from a list of tourist attractions to do research of various tourist brochures/ books and tourists' ideas on the chosen attractions. Guiding questions will be provided (E.g.: How is the place represented in the tourists' brochure? How does the place look like in reality? What is the profile of visitors to that place? How do these places represent your country and her culture?).

Tourist attractions in Asia will be explored by the European students and vice-versa. For example,

Task 1b: The students will be instructed to list down 1-2 tourist attractions and related pictures to be shared on Facebook/Instagram for discussion. New comments and postings will be monitored and used to facilitate interactions among the students.

Phase II (Information Sharing)

Task 2: The student groups will share information on the research they have done and the students from the country where the tourist attractions are will provide information on the actual representations of the attractions. Students from the country where the tourist attraction are in will do research on the actual representations of the tourist attraction to debunk the imagined idea

of that specific attraction. A standard template will be provided to allow students to document their discussions.

Student members are expected to do their own research and post their findings and pictures online. YOUTUBE/Video clips can also be shared. Project student leaders will manage the progress and feedback to the teachers-in-charge. Possibly, groups with similar movies will exchange their findings and re-evaluate them.

Phase III (Knowledge Construction: Cross-cultural and Collaborative Learning)

Students will be introduced to Prezi – an online collaborative sharing platform. To jumpstart Phase III, students will contribute what they have done in Phase I & II in Prezi.

Task 3: Student groups will consolidate the best discussions online for Phase III. All students will be instructed to register for Prezi so that a real-time mind mapping exercise and discussion can be carried out in the final stage. They can also attach videos and power point slides in the Prezi presentation.

When students finally visit the respective countries (Slovenia, Germany and Singapore), they will be tasked to visit the places of interest which has been discussed and discover for themselves the nuances and dynamic of the place of interest, keeping the main research question ‘How are places of interest represented and how do they differ from the imagined space?’ The student-hosts will also be tasked to select 2 ‘places of interest’ which were not discussed before in the online collaboration and which they feel best represent their respective countries, i.e., authentic local places which best showcase the culture of the countries.

The groups will then do a comparison chart between the imagined/constructed places of interest and the ‘authentic’ places using Prezi.

Students who are in the project but unable to visit their counterparts in other countries can continue to do their own research by choosing an ‘authentic’ place of interest and conduct interview with foreigners or tourists who are in the area to ascertain the difference between the constructed and ‘imagined’ place vs. the real representations of the place.

EXPECTED CONTRIBUTION FROM EUROPEAN SCHOOLS/STUDENTS:

Same as above.

MINIMUM NUMBER OF SCHOOLS/STUDENTS INVOLVED:

No. of Schools / Students	:	3
Students Age Group	:	15-20 years old
Level of English	:	Advanced

PROPOSED DURATION OF PROJECT (PLEASE STATE TENTATIVE START AND END DATE):

Duration : 7 months
Start Date : January 2013
End Date : July 2013

ICT TOOLS / SOFTWARE REQUIRED:

- Prezi
- Facebook
- Instagram

ADDITIONAL RESOURCES NEEDED:

- compulsory readings
- PowerPoint slides to deconstruct the meaning of Geographical Imagination
- Template for presentation