Rural & Online Education

By Annan Yang
Zhiqiang Li
Designed by Annan Yang & Zhiqiang Li as part of the MFA Design for Social Innovation Program at the School of Visual Arts
Annan Yang

Yang Annan is a researcher, strategist, and analyst from Changsha, China, committed to working towards educational equality, environment, and cultural development. With a background in interaction design and social innovation design, and experience working with user research and strategy, his work strives to center around care, Insight, and creativity. He likes to study the underlying working principles of different disciplines and often makes crossover attempts to create more interesting possibilities.

Zhiqiang Li

Zhiqiang Li is a social innovation designer, a practitioner of social issues, a strategist in the social impact sector, from China. He is dedicated to researching rural education, urban issues, and social inequality. He has a background in sociology and architectural design and has a lot of experience in social practice and project implementation. It is hoped that a community focusing on localized social issues can be established between China and the United States, and more rural teachers and rural students can be helped in China so that they can be better educated and treated fairly. After studying at DSI for two years, he has learned more about and realized the responsibilities and obligations of social innovation designers, and hopes to spread his thinking and practice more. In addition to these, Zhiqiang also likes various sports in his spare time, researching technological products, painting, and being close to nature.
Thesis Journey

"How to support second-line workers, such as couriers, get supplies during Covid-19?"

"HOW TO USE PUBLIC ART IMPACT PEOPLE DURING COVID-19?"

"HOW TO IMPROVE THE EXPERIENCE OF ONLINE EDUCATION?"

"How to use online education to solve educational injustice in Chinese rural areas?"

"RURAL AND ONLINE EDUCATION"

Covid-19 is over in China

Dissertation proposal
Gate one
Gate two
Winter vacation
Gate three
Gate four
Thesis defence
**Outline**

**Research**
- Rural Education In China
- Community
- Stakeholders Map
- Methods Government Tried Before
- Analysis And Insights

**Thesis Statement**

**Prototype**
- Teacher Training System
- Class Framework
- Stakeholders Map
- Test

**Intervention**
- Pre-recorded Lessons
- Teacher Training System Built
- Workshop and Summary
- Test

**The Future**
In China, rural teachers are in a vicious circle. The primary reason for the high mobility of teachers in rural schools is the low income. In the face of huge economic pressure, rural teachers may feel they are discriminated against and treated unfairly. With the low social status, they hold a negative attitude towards the future career development prospects under the indifference and exclusion from others. Under the long-term psychological pressure, rural teachers are dissatisfied with the living conditions and school hardware facilities, and lack teaching concepts. In addition, problems such as poor culture and quality of rural students and the emergence of problematic students further promote the retreat of the existing rural teachers. As a result, more and more rural teachers choose to leave the rural areas.
Research

Through social media, including visits to discussion groups and forums of rural teachers and online interviews with rural teachers, a wealth of valuable data and opinions are obtained, many of which left a deep impression. Although some young teachers go to rural areas to teach with the purpose of accumulating social experience, there are many teachers who come to the countryside out of care and love to make contributions to the development of rural education. However, tough living conditions, poor teaching environment, inadequate teaching materials, as well as unequal social status and treatment force them to bear tremendous pressure.

Rural Education In China

Through investigation, many problems are discovered. For example, there is a huge gap between Beijing’s education and Gansu’s. In contrast, the income of urban teachers is almost three times that of rural teachers, which attracts excellent rural teachers to flow into cities for development. At the same time, urban schools have better social environment, working environment, as well as more accessible organization. From the perspective of both economic conditions and personal career development prospects, cities are the better choice, which results in a large number of excellent rural teachers flowing into cities. However, rural schools are faced with the dilemma that they can neither recruit nor retain good teachers. Obviously, the fact that there are more and more excellent teachers in urban schools while fewer and fewer teachers in rural schools runs counter to the goal of the urban-rural education equity.
Rural Education in China

Rural Diary is a rural education institution in China. Equipped with a complete system, its main job is to organize urban teachers to teach in rural areas and rural students to study in cities. It has rich experience in rural education and has achieved good results. With its help, we successfully got in touch with the rural teacher group.

The main contacts of rural teachers during their work are rural students and colleagues, and they lack channels for learning and communication with the outside world. Therefore, supporting teachers can get teaching guidance and help from rural teachers in a certain period of time. However, they can only design course content and teaching methods by themselves in most of the time.
For a young teacher who just starts teaching, it is not a simple matter to teach well, which requires all kinds of help. However, rural schools do not have the spare teachers and funds to train the new teachers, which makes them do not know how to design the courses properly for a long time. For individuals, rural teachers need to complete classroom design by themselves, while in urban schools, there are specialized teaching and research departments to help teachers design curriculum structure and teaching methods. This difference further enlarges the gap between the classroom quality of rural and urban teachers. Due to the information blockage, it is difficult for rural teachers to learn about innovative and efficient teaching models in a timely manner, which not only prevents rural teachers from improving their personal abilities, but also makes the quality of education of rural schools inferior to that of urban schools. In terms of teaching equipment and teaching aids, urban schools have sufficient funds and resources for timely updating. Urban teachers can use a variety of tools and ways to teach, which is conducive to students' understanding and mastery of classroom knowledge.
Regarding the issue of urban-rural education inequity, the government has proposed three approaches. One way is voluntary rural teaching. Urban teachers are required to go to rural areas to complete teaching assistance tasks, including teaching rural students and training rural teachers. However, this is only a short-term stay. Some urban teachers and young college students hope to go to rural areas to experience and teach rural children. In addition, the government strongly supports the voluntary rural teaching and provides generous rewards to college students and teachers who volunteer to teach in rural areas.

Volunteer education can be divided into three forms. The first type is long-term supporting teaching, which refers to long-term residence and teaching plans for more than one year. Teachers will continue to teach rural students in a certain area over a long period of time. The second type is relay teaching, which generally lasts for one semester or one class period. Teachers will explain specific knowledge for rural students. The third type is volunteer teaching in holidays. Teachers teach rural students during winter and summer holidays, with the aim of broadening their horizons.
The second mode is study tour during which children from rural areas stay at cities for a short period of time to broaden their horizons. It is believed that studying at urban schools with abundant educational resources for some time could open up rural children's horizons in an organized way. By taking part in interesting activities, it is likely that rural children increasingly take to study, set goals for their life and have a good vision for the future. Major activities include leading rural children to visit exhibition at museums, to take featured courses at urban schools and to learn from visiting scenic spots in cities.

The third mode is online live course. The government should invest in network equipment for rural schools, and organize experts in education or experienced teachers to give online live courses on a regular basis. Generally speaking, experienced teachers in cities provide online lessons to students in a designated rural school on a regular basis. These teachers are paid by the government or public welfare funds. Each teacher will give lesson about once or twice a month, but several teachers can be invited to participate in the teaching activities within the same month. Their teaching lays emphasis on explaining difficult knowledge points and giving extended lessons in form of lectures.
### Analysis & Insights

<table>
<thead>
<tr>
<th></th>
<th>Advantages</th>
<th>Disadvantages</th>
<th>Insight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Supporting</strong></td>
<td>Rural students have the chance to <strong>learn from excellent teachers</strong></td>
<td>City teachers won’t stay forever in the country to teach — <strong>inconsistency</strong> — <strong>time-limited</strong></td>
<td>The main goal of teaching support should be <strong>local teacher training</strong></td>
</tr>
<tr>
<td><strong>Study Tours</strong></td>
<td>Rural students have the opportunity to <strong>broaden their horizons</strong> in areas where education system is well developed</td>
<td>Rural students cannot stay in the city forever — <strong>time-limited</strong></td>
<td>Establish a <strong>communication platform</strong> between rural schools and urban schools</td>
</tr>
<tr>
<td><strong>Online Education</strong></td>
<td>City teachers can <strong>periodically</strong> use online platforms to teach students in rural areas.</td>
<td>There are <strong>long intervals</strong> between each online course</td>
<td>The effect of the combination of <strong>taped and broadcast courses with teacher training</strong> is better than that of live broadcast courses</td>
</tr>
</tbody>
</table>
This mode inspires us to a large extent, since many rural schools have already been equipped with network. After analysis of the three modes, we teased out their respective strengths and drawbacks, and have been trying to find opportunities for intervention. It is found that online education can greatly reduce the cost of dispatching urban teachers to support education in rural areas, and establish a long-term cooperative relationship between urban teachers and rural schools. On account of our abundant analysis and researches on online education as well as our experience in online education, we decided to assist our partners in establishing a new set of online supporting education system so as to improve rural teachers’ teaching quality and thus raise rural students’ learning enthusiasm and performance.
How might we provide rural teachers with a sustainable and effective teaching support model combining online education to improve the classroom quality of rural teachers?
On the basis of our analysis and summary as well as the status quo of rural China, we aim to help rural teachers enhance their classroom instruction quality as well as their personal ability. Notably, our project is targeted at rural schools with network and multimedia equipment. It is expected that these rural schools could not only make use of online course system in a correct and effective manner, but also fulfill offline teaching task better with our assistance. The efficacy of our intervention will be judged based on students’ learning enthusiasm and academic achievements.
Rural students and families
Because of the weak foundation of preschool education, the lack of software/hardware, and the inadequate level of teachers in village-level kindergartens, we assist such schools in introducing high-quality and appropriate hardware resources and preschool education activity programs. At the same time, it is also a better service for rural children to get equal and better learning experience and better establish their values and horizons on life.

Rural Teacher Training
Given that the essential hardware matching has a specific development, the following plan focuses on teachers’ professional ability to enhance the school. Urban teachers can also complete the training and communication for some rural teachers to teach rural children better. Moreover, city teachers can continue to explain and share essential knowledge online, improving students’ enthusiasm and broadening their horizons.

Establishment of curriculum system
Through the “flip classroom” to bind teachers and students, mobilize the enthusiasm of rural children. A good curriculum model is indispensable. In the last scenario, our online education helps rural teachers and improves the model of the overall course. Better integration of online courses into the pastoral curriculum system makes urban teachers and rural teachers more closely linked and also gives rural teachers more support and help as far as possible.

Project Development
Actively promote and support exchanges, cooperation, and learning among educational experts, front-line educators, sponsors, and the public concerned about rural preschool education. We will form our organization (platform) to operate our future development mechanism better. Through the continuous recording of courses by city teachers, we can accumulate data and materials and save them together to the cloud by disseminating recorded methods to complete the guidance of rural teachers and for rural children’s basic knowledge and learning.
Through online education, let rural teachers and urban teachers cooperate to complete the class and test whether Prototype is feasible.

- TEACHER TRAINING SYSTEM
- THE CLASS FRAMEWORK
- TEST

Our prototype consists of two parts, namely the training system for rural teachers, and the template for classroom teaching design. In the testing stage of our prototype, rural teachers and urban teachers will cooperate through online education to accomplish teaching tasks so as to justify the feasibility of the prototype.
What differentiates our prototype from previous modes of supporting education is that we have arranged experienced teachers to record their lessons through video in advance and distribute the pre-recorded materials to rural schools. In the meanwhile, urban teachers can train and communicate with rural teachers via online conference, so as to give guidance on curriculum planning in accordance with local situations. In the end, rural teachers play the pre-recorded videos to students in the class, and then give lessons based on their own teaching planning.
The Class Framework

The Best online class model we found

Q&A
Communicate with classmate
Practice

Pre-recorded Materials

Online Class

Transform this model from online to offline

Q&A
Communicate with classmate
Practice

The new offline class framework

Provide Guidance
Use material teaching class

Provide Pre-recorded materials
Through our research on online education modes, it is concluded that the best online education mode is as shown in the figure. Teachers record the core knowledge points in advance and play these videos to students before class. In the class, teachers are supposed to encourage students to make use of these knowledge points and to communicate with each other actively. Undoubtedly, this online education mode can not only save the valuable classroom time, but also offer students with enough time to fully understand the core knowledge points, so that they can communicate better with teachers and put these knowledge points into practice.

In view of this, we began to ponder over how to apply this efficient online education mode to offline education.

To address this problem, we combined this online education mode with the mode of online supporting education, and thus designed a new offline class framework as shown in the figure on the right. To be specific, urban teachers are supposed to provide pre-recorded materials and help rural teachers to complete offline curriculum planning, so as to assist rural teachers with their online lessons. In consequence, rural students can be exposed to lectures given by excellent urban teachers, and simultaneously rural teachers are able to control the pace of classroom teaching and adjust teaching methods in different situations according to their teaching experience.
Our partner’s existing support model is the old version of the model, and the organization provides excellent teachers to support rural schools.

We cooperate with "Rural Dairy."

We were combining online live courses and our course structure to enable teachers to better complete the teaching of rural classes.

After our intervention, we conveyed our ideas and curriculum model to the support teacher, hoping to cooperate with us to complete the test. The teacher assessed the feasibility of our plan and agreed to help us with the test, but because of the time, we could not complete the step of recording the video. Therefore, the main goal of this test is to test the feasibility of the teacher training system and online and offline linkage courses.
CONCLUSION

The teacher training and communication system is running well.
The new model of the class is running well.
It’s a live course, no pre-recorded material.

Why Art:
Because art education is extensible, it can be combined with history and other subjects to conduct general education.

Our Goal:
- The teacher training and communication system is running well.
- The new model of the class is running well.
- It’s a live course, no pre-recorded material.
Before officially giving classes to the students, we organized a video conference between teachers from rural schools and online support teachers. The support teachers first introduced the specific themes of this video course, and each link to the rural teachers participating in this course. According to their teaching conditions, the arrangement, then adjusted by the rural teachers, finally determined the collaborative performance of work during class.

**Why Art:**
Because art education is extensible, it can combine with history and other subjects to conduct general education.

Through this teaching course, our goal has achieved the expected results in two points: the teacher training and communication system is running well. And the new model of the class is running well.

But there are still some shortcomings. It’s a live course, no pre-recorded material.
Establish a video course platform and teacher training system to provide quality content while instructing rural teachers on how to use these materials. A series of pre-recorded lessons made teacher training system build workshop and summary. The future.
The rural school we want to help is Lankai art school. The Chinese government gives many subsidies to colleges and universities, which support school teachers to participate in rural education activities and put forward requirements and necessary tasks for schools. There is also a special fund to support the support and help of rural education. For us, cooperation with universities is to help complete the establishment of our curriculum system and help universities complete specific tasks, get government subsidies, and complete inevitable public welfare publicity. For university teachers, more teaching experience and the completion of general welfare projects also help their teaching goals, while we help them sort out and write unique papers and reports is also a win-win model.

Three institutions are willing to cooperate with us. They are UCLA, Tsinghua University, and the Renmin University of China.
We found teachers willing to cooperate with us from the teaching and research public welfare organizations of Tsinghua University and the Renmin University of China and set up a course laboratory with art as the theme in conjunction with our friends who teach at UCLA. We completed the outline of the video course in the form of a video conference and then assigned teachers to complete the recording and preparation of the system.

This series of four lessons, each 20 minutes long, is accompanied by a slide for video recording. Through cooperation, we have completed this part and the supporting teaching documents.
Teacher Training System Built

1-1 meeting

1. Pre-recorded material + Facilitation
2. Live + Facilitation
3. Guide + Teaching

Teaching plan
To better detect the effect of the experimental class, we let professor and Lankai art school teachers one on one cooperate to complete three different teaching plans, trying to find the best one. In the first group, students watched a video course by a UCLA professor. Complete the guidance, then completed a training session organized by the school’s teachers. These are some student works for teachers and students before and during class.

Fang Zheng - Li Yan - Yang Annan Sub-session
April 13th, 2021, 9:00 a.m. Beijing Time, First Public Lecture (Fang Zheng, Li Yan, 10 students Lan Kai)

Introduction before class: Teacher Li Yan introduced the theme of color changes before and after Impressionism into this class by telling the story of Barbizon, the predecessor of Impressionism, and the origin of Impressionism. And introduce the UCLA teacher Fang Zheng and play the class video of Fang Zheng.

Video Teaching Content:
Teacher Fang Zheng used several questions to inspire students to think about: what is Impressionism, what is the color before or after Impressionism, why should the logo of Apple be a red or blue apple, but Apple uses gray?

Stage 1: Through several painting works with realistic colors and obvious inherent colors (including several pictures of the banquet of Han Xizai, an ancient Chinese painting), the students were introduced to the colors of ancient China: they did not emphasize the color of light, but only used to distinguish the inherent colors of different materials and objects in the picture. Taking Rembrant’s working color palette and many pre-Impressionist works, for example, the paintings of this period all use the relationship between depth and light to complete the picture, emphasizing volume, space, and shape.

Stage 2: Let the students see some color scenery after impressionism, and change the understanding and feeling of color by comparing some very neat buildings and trees, instead of just complicating color by form. Taking Rouen Cathedral as an example, in the same scene, pictures of different colors, different hues, and different light source colors can be shown to deepen students’ understanding of light source colors.

Stage 3: Introducing the New Impressionism. Taking Seurat’s works as an example, students can see more intuitively that colors have been further developed. Some colors with emotions appear, which are added subjectively by the author instead of being influenced by the light source.

Miss Li Yan summed up what Miss Fang Zheng had said to the students:
(1) The color before impressionism is more realistic, given priority to the inherent color, there are few color changes, with the students to learn the basic plain surface relationship.
(2) Impressionism increased the integration of foreign environment colors, colors have undergone some great subtle changes.
(3) After Impressionism, the emergence of Neo-Impressionism, there appeared some colors with emotions. The colors here may not be the influence of light and inherent colors, but the subjective addition of the painter, with a certain emotional color. Now all paintings, from the previous neoclassical to the present contemporary painting cannot escape from these three fields and three plates.

Job output:
Take Rouen Cathedral as an example, provide students with a concrete picture of a church, according to this image, combined with this lesson to complete a colorwork can be under different light sources, or with emotional expression.
Course Satisfaction Questionnaire (Teacher)

1. In the process of online communication with teachers outside the school, is there any unclear information between the two parties? If there are any factors that affect the quality of communication between you.
   A: No.
2. In the process of cooperative lesson preparation, does the participation of teachers from other schools increase or decrease the difficulty and time cost of lesson preparation compared with ordinary lesson preparation?
   A: Reduced.
3. In the process of cooperating with teachers from other schools, do you encounter the situation of different ideas? If so, how did you work together to resolve it?
   A: No.
4. Under the new classroom model, do you feel that you have more or less control over the class? Can combine before class, class, and after class several scenes to expand talk about.
   A: Increase, well prepared before class, clear direction, clear link in class, students understand thoroughly, harvest a lot after class, have a great reference to the future course understanding.
5. In the course of classroom testing, are there any changes in the students' acceptance of classroom knowledge and their enthusiasm for class participation?
   A: Students are highly motivated.
6. In the process of this cooperation, did you encounter any memorable moments or problems? If this kind of cooperation mode exists for a long time, what problems do you think need to be solved or optimized first?
   A: My topic is color before and after Impressionism, which adds a lot of constraints on the expression of color for students. Students can express color boldly when creating. This plan allows students to practice outdoor sketching, but the weather and season conditions do not allow it. It is a pity.

After-school satisfaction survey (students)

1. During the course of this lesson, do you think the effectiveness of teachers (students) in conveying knowledge has improved or decreased compared with the normal lessons?
   1. It's a lot lower
   2. It went down a little bit
   3. Same as usual
   4. It's a little better
   5. It's improved a lot
   3 students
   Seven students

2. Do you think the content of this course is more or less than that of a normal course?
   1. It's a lot lower
   2. It went down a little bit
   3. Same as usual
   4. It's a little better
   5. It's improved a lot
   Four students
   6 students

3. Does this kind of class have any influence on your participation in class compared to the ordinary class?
   1. It's a lot lower
   2. It went down a little bit
   3. Same as usual
   4. It's a little better
   5. It's improved a lot
   Two classmates
   Two classmates
   6 students

4. Do you think that the offline class which focuses on skills training will have an impact on your class burden?
   1. It's a lot lower
   2. It went down a little bit
   3. Same as usual
   4. It's a little better
   5. It's improved a lot
   Four students
   Two classmates
   Four students

5. If given the opportunity, would you like to participate in the course again or again in this form?
   1. It's a lot lower
   2. It went down a little bit
   3. Same as usual
   4. It's a little better
   5. It's improved a lot
   1 students
   Nine students

6. If this form of course is to exist for a long time, what do you think are the most important problems to be solved and optimized?
   1. I like this form of class very much and hope to add more detailed knowledge points. I hope there will be more such courses in the future. The biggest problem is that the course time is too short, so I hope to increase it greatly.
   2. Very satisfied, hope to keep up.
   3. No problem. This kind of class will mobilize students' exploration of art knowledge.
   4. This form of classroom and special training course time allocation, time faster, can increase some classroom time.
In the second group, school teachers assisted Tsinghua professors in completing the online class. City professors completed the control of the classroom by recording the course before class and live to broadcast online.

April 13th, 2021 11:00 a.m. Beijing Time Third Public Lecture (Duan Cheng, Wang Liang, 9 students Lan Kai)

Before class: Mr. Wang Liang will introduce Mr. Duan Cheng to the students, and then connect with Mr. Duan Cheng to officially start the class.

Teaching Content:

The content of the master sketch appreciation is mainly developed from several aspects:

① What is a sketch?
In the history of China, the element is relatively simple, and the description is the meaning of painting. I showed the students some sketch education mode for the students before the exam, from geometric form to still life and then to human head, using the simplest tools to do the color unified black, white and gray relationship of the painting way, this is the students think the most basic sketch.

(2) use large sculpture making before drawing sketches, Chen sculptor rodin's sketch sketch is to use simple outline of the shape of the shadow, then use watercolor painting, before the Renaissance artist Raphael's painting creation will have innumerable the Zhang Sumiao sketches, hammering out the composition works, the sketch is an artist for the easiest way to record ideas, is a powerful tool for artists make art, is also the most convenient way.

Using the process of flower arrangement as an example, sketch is also a process of repeated adjustment like flower arrangement. Using the son of Rubens and the mother of Ding Ruo painting as an example, sketch is also the creation of emotion into it, so that people can perceive the beauty, sketch is also a kind of beautiful breath.

③ Why is sketch especially important to lay the foundation of everything?
Take the eighty-seven immortal scroll of Wu Daozi as an example: the composition is very complex, and the figures have different shapes, but it gives people a particularly comfortable state. More than one thousand years ago, people did not learn sketch, so sketch is just a way of painting like other traditional Chinese painting, just a medium to convey the artist's ideas.

③ How to appreciate the sketch?
A comparative analysis of portraits, models, and a work created by artists shows which work is the best. A real master's painting is mainly to study the characteristics of the characters. It does not need too much decorative tone, and only a few strokes can generalize the outline of the body. While appreciating the artist's works, we should also have a deeper understanding of the artist's own experience, which is also very helpful for us to appreciate the paintings.

Through observation of several master works, I found that these works have unified sketch and sketch. There is no such thing as sketch and sketch, as long as he can express his own emotions and feelings and accurately express them to the audience, he is a good sketch.

Most artists are worked by express, not a lot of cadence, by observing the Leonardo Da Vinci's paintings, found that the frame more contour lines, each line is the actual situation changes, so we also should pay attention to during the process of painting line whether work, whether is true form, so we must pay attention to the tone and line the organic unity of the form. The charm of a master lies in showing the most abundant form with the simplest lines.
Course Satisfaction Questionnaire (Teacher)

1. In the process of online communication with teachers outside the school, is there any unclear information between the two parties? If there are any factors that affect the quality of communication between you.
A: The basic message is clear, network factors will slightly affect the quality of communication.
2. In the process of cooperative lesson preparation, does the participation of teachers from other schools increase or decrease the difficulty and time cost of lesson preparation compared with ordinary lesson preparation?
A: With the growth, there is more content to think about and more knowledge frame.
3. In the process of cooperating with teachers from other schools, do you meet the situation of inconsistent ideas? If so, how did you work together to resolve it?
A: there are no discordant thoughts, the hero sees very much the same
4. Under the new classroom mode, do you feel that your ability to control the class has increased or decreased? Can combine before class, class, and after class several scenes to expand talk about.
A: The control ability is the same as usual. The preparation before class is a little hasty this time. After class, it is basically the same as before.
5. In the course of classroom testing, do the students' acceptance of classroom knowledge and their enthusiasm for class participation change?
Answer: acceptance degree has the promotion, the enthusiasm has the promotion, because the fresh feeling makes the student this class is very curious.
6. In the process of this cooperation, did you encounter any moment or problem that impressed you? If this kind of cooperation mode exists for a long time, what problems do you think need to be solved or optimized first?
Answer: I was very impressed when I communicated with Mr. Zhu. He gave me very flexible content and clear thinking, which made us have high freedom in teaching content.
The first problem to be solved is to strengthen the communication between teachers on both sides. Secondly, both sides should have a certain understanding of the teaching object and customize the optimized content.

After-school satisfaction survey (students)

1. During the course of this lesson, do you think the effect of teachers (students) in conveying knowledge has been improved or decreased compared with the normal courses?

<table>
<thead>
<tr>
<th>1. It's a lot lower</th>
<th>2. It went down a little bit</th>
<th>3. Same as usual</th>
<th>4. It's a little better</th>
<th>5. It's improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two classmates</td>
<td>Four students</td>
<td>3 students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Do you think the content of this course is more or less than that of ordinary courses?

<table>
<thead>
<tr>
<th>1. It's a lot lower</th>
<th>2. It went down a little bit</th>
<th>3. Same as usual</th>
<th>4. It's a little better</th>
<th>5. It's improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 students</td>
<td>Five students</td>
<td>3 students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Compared with ordinary classes, does this kind of class have any influence on your enthusiasm for class participation?

<table>
<thead>
<tr>
<th>1. It's a lot lower</th>
<th>2. It went down a little bit</th>
<th>3. Same as usual</th>
<th>4. It's a little better</th>
<th>5. It's improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven students</td>
<td>1 students</td>
<td>1 students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Do you think that the offline class which focuses on skills training will have an impact on your class burden?

<table>
<thead>
<tr>
<th>1. It's a lot lower</th>
<th>2. It went down a little bit</th>
<th>3. Same as usual</th>
<th>4. It's a little better</th>
<th>5. It's improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five students</td>
<td>Four students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. If given the opportunity, would you like to participate in the course again or further in this form?

<table>
<thead>
<tr>
<th>1. It's a lot lower</th>
<th>2. It went down a little bit</th>
<th>3. Same as usual</th>
<th>4. It's a little better</th>
<th>5. It's improved a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 students</td>
<td>3 students</td>
<td>Five students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. If this form of course is to exist for a long time, what do you think are the most important problems to be solved and optimized?
(1) The evaluation and interaction time of students’ works is longer.
(2) lengthen the classroom time, strengthen the exchange and interaction with students.
In the third group, the school teacher completed the teaching of the course alone according to the guideline of the professor from Renmin University. University professors put forward suggestions and guidance models for rural teachers before class. Also, they completed the teaching model of urban teacher minimization intervention course in the experimental system to try to analyze the best way from the three models.

**Workshop and Summary**

Guide + Teaching

April 13th, 2021, 10:00AM Beijing Time, Second Public Lecture (Zhu Xingguo, Wu Kaiyu, 10 students Lan Kai)

Pre-class introduction:
By what is art appreciation? The definition of art appreciation includes the aesthetic pleasure generated by people’s sensory contact with art works: it is the “acceptance” of art works – the comprehensive psychological activities such as perception, experience, understanding, imagination and creation. It is the aesthetic activity that people obtain spiritual satisfaction and emotional pleasure through art works with the artistic image as the object. So-called art is the art of empty fill blank and uncertainty; this means that painting appreciation is not only a passive saw what, what more important is the initiative found, painting appreciate the essence of aesthetic re-creation, in other words, Filling the art empty blank and uncertainty, this is called art. And introduce examples of paintings by several artists to this class.

Class Content:
By using the rich and interesting Tang Bohu’s “Little Donkey Across the River”, “Beauty’s Back” and Su Shi’s “Bamboo Painting”, as well as the sculpture of “Conversation Man and Thinker”, the students will be reguided to the definition and appreciation of art, so that they can have a deeper understanding of what is empty and uncertain in painting.

Class Summary:
A good work will give people a space for imagination, and the Filling of the emptiness and uncertainty of an artistic work is art appreciation.

Job output:
According to the knowledge that students understand in this lesson, we can appreciate the picture of Miller’s man leaning on a hoe from the perspective of artistic appreciation with the emptiness and uncertainty in the painting.
Course Satisfaction Questionnaire (Teacher)

1. In the process of online communication with teachers outside the school, is there any unclear information between the two parties? If there are any factors that affect the quality of communication between you.
   A: Easy communication and high quality.

2. In the process of cooperative lesson preparation, does the participation of teachers from other schools increase or decrease the difficulty and time cost of lesson preparation compared with ordinary lesson preparation?
   A: Almost no change.

3. In the process of cooperating with teachers from other schools, do you meet the situation of inconsistent ideas? If so, how did you work together to resolve it?
   Answer: Thinking the same way.

4. Under the new classroom mode, do you feel that your ability to control the class has increased or decreased? Can combine before class, class, and after class several scenes to expand talk about.
   A: Increase.

5. In the course of classroom testing, do the students’ acceptance of classroom knowledge and their enthusiasm for class participation change?
   Answer: The student enthusiasm has raised.

6. In the process of this cooperation, did you encounter any memorable moments or problems? If this kind of cooperation mode exists for a long time, what problems do you think need to be solved or optimized first?
   Answer: ① Thinking and communication without obstruction, very smooth. ② The length of class can be increased.

After-school satisfaction survey (students)

1. During the course of this lesson, do you think the effect of teachers (students) in conveying knowledge has been improved or decreased compared with the normal course?

<table>
<thead>
<tr>
<th>Response</th>
<th>Five students</th>
<th>Five students</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a lot lower</td>
<td>1. It went down a little bit</td>
<td>3. Same as usual</td>
</tr>
<tr>
<td>It's a little better</td>
<td>4. It's a little better</td>
<td>5. It's improved a lot</td>
</tr>
</tbody>
</table>

2. Do you think the content of this course is more or less than that of ordinary courses?

<table>
<thead>
<tr>
<th>Response</th>
<th>Nine students</th>
<th>One student</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a lot lower</td>
<td>1. It went down a little bit</td>
<td>3. Same as usual</td>
</tr>
<tr>
<td>It's a little better</td>
<td>4. It's a little better</td>
<td>5. It's improved a lot</td>
</tr>
</tbody>
</table>

3. Compared with ordinary classes, does this kind of class have any influence on your enthusiasm for class participation?

<table>
<thead>
<tr>
<th>Response</th>
<th>Three students</th>
<th>Seven students</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a lot lower</td>
<td>2. It went down a little bit</td>
<td>3. Same as usual</td>
</tr>
<tr>
<td>It's a little better</td>
<td>4. It's a little better</td>
<td>5. It's improved a lot</td>
</tr>
</tbody>
</table>

4. Do you think that the offline class which focuses on skills training will have an impact on your class burden?

<table>
<thead>
<tr>
<th>Response</th>
<th>Two students</th>
<th>Four students</th>
<th>Three students</th>
<th>One student</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a lot lower</td>
<td>1. It went down a little bit</td>
<td>3. Same as usual</td>
<td>4. It's a little better</td>
<td>5. It's improved a lot</td>
</tr>
</tbody>
</table>

5. If given the opportunity, would you like to participate in the course again or further in this form?

<table>
<thead>
<tr>
<th>Response</th>
<th>Ten students</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's a lot lower</td>
<td>2. It went down a little bit</td>
</tr>
<tr>
<td>It's a little better</td>
<td>4. It's a little better</td>
</tr>
</tbody>
</table>

6. If this form of course exists for a long time, what do you think are the most important problems to be solved and optimized?

   ① It will have a slight impact on our skill training, but it will increase our art knowledge a lot.
   ② can add some hands-on classroom links to deepen our memory.
   ③ If this form of course exists for a long time, it can let us know more art knowledge, which will be of great help to us. The teacher’s explanation time can be a little more, let the students understand more.
   ④ can increase some famous paintings appreciation, classroom discussion activities.
<table>
<thead>
<tr>
<th>Evaluation score of student satisfaction</th>
<th>Student's Feedback</th>
<th>Teacher's Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-recorded material + Facilitation</strong></td>
<td>4.5/5</td>
<td><em>I like this kind of class very much, and I hope there will be more such courses in the future. The biggest problem is that the course time is too short, so I hope the length will be greatly increased.</em></td>
</tr>
<tr>
<td><strong>Live + Facilitation</strong></td>
<td>3.5/5</td>
<td><em>The full preparation before class makes the link of the class set clear, and the students absorb the knowledge better than before.</em></td>
</tr>
<tr>
<td><strong>Guide + Teaching</strong></td>
<td>4.24/5</td>
<td><em>Student participation has increased.</em></td>
</tr>
</tbody>
</table>

- I think this course can add some hands-on classroom links to deepen our memory.
- As the time to prepare for class increases, I need to think about more content and knowledge frame.
In the questionnaire of the first group, the pre-recorded material + Facilitation method scores 4.5/5 among students.
The second one only gets 3.5/5, and The students want to extend the class time and strengthen the communication and interaction more.
The third one gets 4.24/5. The teacher thinks that this mode is more suitable for lecture courses and special knowledge training courses.
Through the survey and analysis of the questionnaire, we find that the pre-recorded material + Facilitation model and the Guide + Teaching model are more suitable for developing our future projects.
Theory of Change

GOAL
Help rural teachers improve their teaching ability and class quality

THESIS GOAL
Through the invention of an efficient online education service model for using online education to solve educational injustice in Chinese rural areas.

PRE-CONDITIONS
- Reduces the time that rural teachers need to prepare lessons
- It improves the richness of classroom links for rural teachers
- Improve the interaction between rural teachers and students in class
- Rural students can communicate and learn from each other
- Improve the interest of rural students in the classroom and the enthusiasm of class participation
- Rural teachers have high quality educational materials

OUTCOMES
- Three different types of dual-teacher classroom models
- A demonstration case of double teacher classroom
- Time planning for each link of the new classroom model
- Constructs a series of interaction modes between double-teacher classroom and students
- The template of lesson preparation for rural teachers are constructed
- Rural teachers master new ways of classroom narration

OUTPUT
- The process of teacher training for rural teachers by senior teachers
- The model of joint lesson preparation between senior teachers and rural teachers
- The quality of rural classroom education has been improved
- The class participation of rural students has been enhanced
- Improve the efficiency of rural teachers’ lesson preparation
- Improve the teaching ability of rural teachers

INTERVENTION: Online education supporting in rural classroom

INPUT
- A new online and offline classroom structure
- Involvement of senior teachers
- Outline of the online meeting for rural and urban teachers
- Senior teacher’s syllabus and materials
- The needs of rural teachers

INDICATORS
- The time rural teacher take to prepare for class
- Students’ participation in class
- Evaluation of classroom quality of rural teachers
- The results of rural students
- Rural students’ evaluation of classroom satisfaction
- The time of a rural school having good teachers or good educational resources
The Future

One on one teacher training

Transfer pre-recorded materials

Pre-recorded materials

Guideline

teach the class

Rural & Online Education
The Future

FUTURE PLAN OF RURAL ONLINE EDUCATION

Rural Online Education: Designed by Annan Yang & Zhiquiang Li as part of the MFA Design for Social Innovation Program at the School of Visual Arts.
In the plan, a good curriculum model is indispensable. In the last scenario, our online education helps rural teachers and improves the model of the overall course. Better integration of online courses into the pastoral curriculum system makes urban teachers and rural teachers more closely linked and also gives rural teachers more support and help as far as possible. In the project operation mode, we adopt the method of adapting measures to local conditions, which enables our project to help universities and university institutions better complete the content of pastoral support and obtain government subsidies for rural teaching and teaching research tasks. While mobilizing the enthusiasm of university teachers and institutions, we should maximize the help to the development of rural teachers so that more rural teachers can get more support from online education and also let them improve themselves. Future development will be a platform operation mode; we can establish our teachers to help groups and rural support objects, enhance and supplement our online recording course platform and database. The commercial operation mechanism can be a service provider for enterprises, governments, educational institutions, and university institutions. The proPts also better help us build courses and communication platforms and enable us to do better public service for the public. It can also make our organization better link with other NGO organizations, local governments, and rural schools, let more people know and participate in it from public welfare propaganda, and let more people participate in the rural teachers. At the same time, it is also a better service for rural children to get equal and better learning experience and better establish their values and horizons on life.
Design for Social Innovation MFA
School of Visual Arts, NYC
May 2021
Thesis Advisor
Sloan Leo
Special Thanks
Kobla Asamoah

DSI Staff and Faculty
The DSI graduating class of 2021