

Developing reading and analytical skills of students in education in Taiwan

Tzong-Yue Chen

Joneschen9@gmail.com
President
Taiwan Teacher Librarians' Association
Teacher Librarian
National Keelung Girls' Senior High School

Abstract

Trend master John Naisbit has pointed out that efficiencies in learning and change are crucial to the success of the 21st century learner. This project will implement the BOST™ information analysis approach in classrooms. (1) Librarians will design and compile training materials and encourage teachers to form learning communities in their own schools. (2) Teachers will undergo training, and learn how to integrate the BOST™ method into their teaching. (3) Students will learn of, and practice, the BOST™ information analysis approach in their studies and extracurricular reading. Project evaluation will include pre- and post-implementation surveys of librarians, teachers, and students.

Keywords / Key phrases:

Learning Community, Change, BOST™, Cyber Learning, Mind Map

The purpose of this paper is to introduce how to develop reading and analytical skill of students of Senior and Vocational High School in Taiwan. The topics of this paper are as follows:

1. Introduction of school library promotion groups.
2. Setting up Cyber Learning school.
3. Class Management: replace fear with trust.
4. Introduction of Buzan Organic Study Technique(BOST™).
5. Upgrade teachers' BOST™ skill.

Introduction of school library promotion groups

In Taiwan, so far we have three library promotion groups to support school libraries, The organization flowchart is as Figure 1.

1. Library Association of Republic of China(LARC) which is a social group supervised by the Ministry of the Interior. The members come from National Library, public libraries, university libraries, school libraries and so on.
2. Taiwan senior high School Library Program Consultant Team(TSLPCT) which is controlled by Central Taiwan Office of Ministry of Education. TSLPCT assists senior high school and vocational high school libraries to promote school library business.
3. Taiwan Teacher Librarians' Association(TTLA) is a social group supervised by the Ministry of the Interior. The members come from senior high schools and vocational high schools libraries.

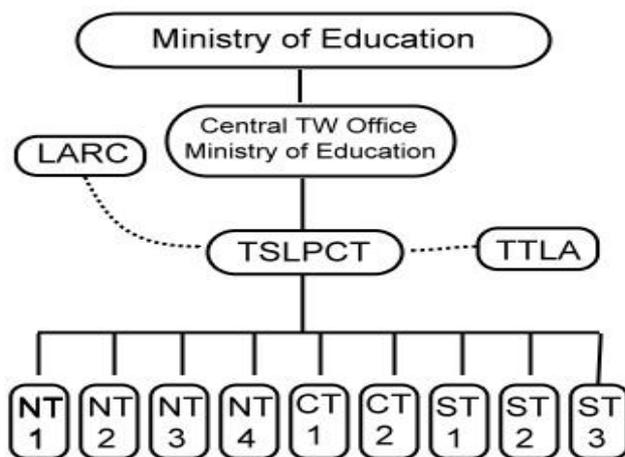


Figure 1 School Library Promotion Groups

Introduction of Taiwan senior high School Library Program Consultant Team

From 1995, The Central Taiwan Office of Ministry of Education(CTOME) want to promote Automation system of School Libraries in Taiwan, so as to establish Taiwan senior high School Library Program Consultant Team(TSLPCT) to assist school libraries to build their library automation system and school internet to connect to Taiwan Academic Network(TANet). CTOME assigns one senior high school as general coordinating school to assist every senior high school and vocational high school to promote reading and to upgrade teacher librarians' information literacy. In Taiwan, there are nine high school library areas, such as North Taiwan(NT1, NT2, NT3, NT4), Central Taiwan(CT1, CT2) and South Taiwan(ST1, ST2, ST3). TSLPCT assigns one school library director as coordinator for every area respectively. They will hold twice workshops per year to promote school library business and keep good relationship each other.

In order to promote reading, TSLPCT partners with a large chain bookstore, Berkely , to host two large contests: one is a network reading report and another is a network essay report. Since January 2008, these two contests have received 265,985 and 83,724 student entries, respectively. Based on the evaluation of National Normal University(NTNU), the performance is not remarkable, please refer the Appendix 1.

As for reading literacy, our reading ranking of PISA 2006 was the 16th, but the ranking of PISA 2009 fall to the 23rd, so this APRIL, Professor Joyce Chen, the director of NTNU library, and TSLPCT together invite one principal and 17 teacher librarians to visit school libraries of HONG KONG, to understand and learn how HK can get good reading ranking in PISA and PIRLS.

Introduction of Taiwan Teacher Librarians' Association

In order to communicate with international school libraries, TSLPCT was the first time to participate IASL 2005 conference in Hong Kong. After that, we set up the good relationship with HK, so we had the opportunity to hold IASL 2007 conference. Therefore, we attend IASL 2006 conference in Lisbon to receive IASL flag to hold conference for next year. As for communicating International school libraries, Taiwan Teacher Librarians' Association(TTLA) was set up on the 2nd December 2006. TTLA assisted IASL 2007 conference, and made it successfully.

The objects of TTLA are promoting reading, upgrade teacher librarians information literacy, pass down Chinese culture and communicating with international school libraries. It hosted The 2nd World Chinese teacher librarians Forum on 25th December 2010 at Sum Moon Lake. We invited Dijit Singh, the president of IASL, Hong Kong, Malasia, Macau, Mainland China and local teacher librarians, almost 150 people, to participate it. It is very successful to exchange working experience, to learn

new knowledge and keep good relationship each other, the pictures are as Figure 2. Right now, we are planning The 3rd World Chinese teacher librarians Forum at Shan-shi Provincial Tai-Yuan City in Mainland China on July 2012.



Setting up cyber learning school

Cyber Learning School is an environment that includes hardware, software and pedagogy. It adds two new dimensions of mobility and situated learning to the traditional schooling concept, particularly when it utilizes information and communication technologies associated with distance learning.

There is a three-layer of architecture in setting up and running a Cyber Learning School:

1. Hardware setup, where computer hardware and networking devices are put together to create system infrastructure.
2. Software setup, where e-learning system is installed by using appropriate software tools like HABOOK and WebCT
3. Course setup, where online courses are designed and teachers and students undertake teaching and learning activities facilitated by e-learning system.

Cyber Learning School includes three elements: Cyber Learning Classroom, Cyber Teacher Desk, and Cyber Student Desk.

Cyber Learning Classroom

The Cyber Learning Classroom has many distinct advantages over the computer rooms that typical traditional schools generally have. Traditional schools generally have one computer room where teachers can take their students for some computer related activities. Such computer rooms remain fixed and therefore cannot be used for situated learning. They require students and teachers to move to separate room hence leaving all resources that are in the classroom, such as reference books, demonstration material, and other teaching aids. Basically, traditional computer rooms separate reality from virtual, whereas Cyber Learning Classrooms merge them together.

Cyber Learning Classrooms are constructed under Cyber Learning School. Teachers can provide different courses in different Cyber Learning Classrooms. The resources of these courses can be digitalized and stored in the Cyber Learning School. In the Cyber Learning Classroom, teachers can manage various activities such as student interaction, teaching resources, assignments, students' tests, and students' results. On the other hand, students can interact in online synchronous or asynchronous teaching, have online synchronous or asynchronous discussion with classmates, submit their assignment, take online tests, and engage in other learning activities, please refer figure 3.

Cyber Teacher Desk

Cyber Teacher Desk is generally constructed of a Tablet PC or notebook computer, combined with the ability of wireless network connection and web camera. With the help of teaching aid software, it also contains writing ability similar to that of a whiteboard, the function of immediate telecast, and of video recording. Besides, it provides teachers with no time and space restrictions, and also enriches teaching quality.

Cyber Student Desk

The construction of the Cyber Student Desk is similar to the Cyber Teacher Desk. It can be constructed using a Tablet PC or a notebook computer. Besides, it includes the ability of wireless internet, web camera, and the learning aid software that includes functions such as electronic notes making, dictionary, and calculator.

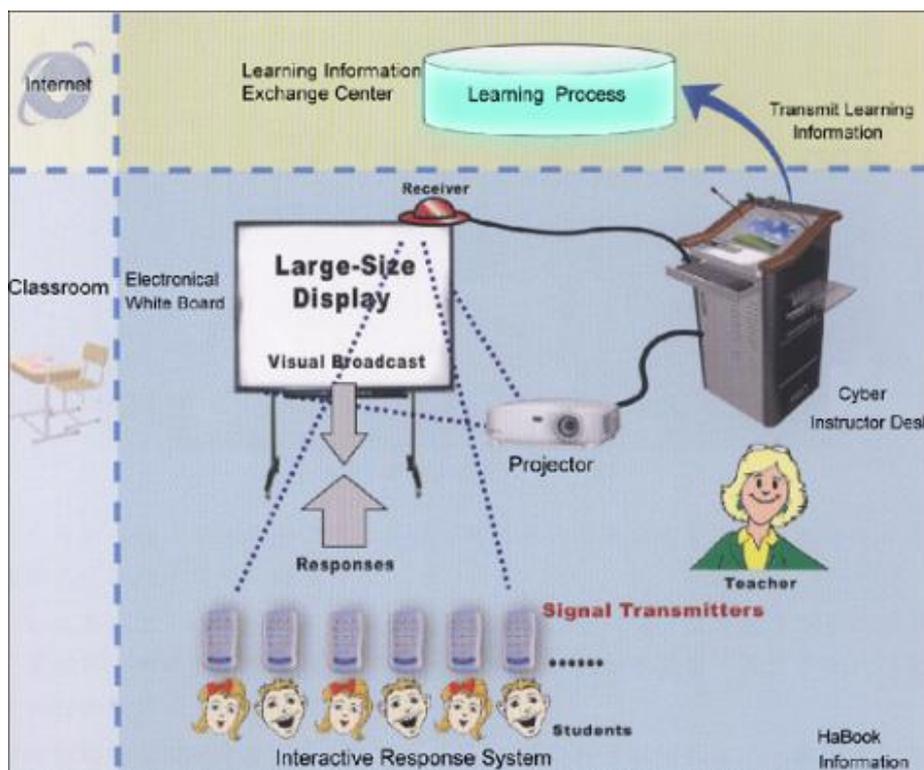


Figure3: Cyber Learning Classroom

Class Management: replace fear with trust

The simple truth is that most classrooms are managed by one thing: fear; the teacher is afraid: afraid of looking bad, of not being liked, of not being listened to, of losing control. The students are even more afraid: afraid of being scolded and humiliated, of looking foolish in front of classmates, of getting bad grades, of facing their parents' wrath.

How to conquer the fear? There are 4 steps to reach it.

- 1. Replace fear with trust:** On the first class of school, I discuss this issue with the students, our classroom is based on trust. I use the following example with the students on their first day. Most of us have participated in the trust exercise in which one person falls back and is caught by a peer. Even if the catch is made a hundred times in a row, the trust is broken forever if the friend lets you fall the next time as a joke. It is deeds that will help the students see that I not only talk the talk but walk the walk.
- 2. Students depends on us:** If you promise students something, you will make it happen. Being constantly dependable is the best way to build up trust. We don't need to lecture the students about how we came through on a promise; let them figure out that they can trust us.
- 3. Discipline must be logical:** The basic truth about discipline: The students don't mind a tough teacher, but they despise an unfair one. Punishments must fit the crimes, and too often they do not. Once the students see you as unfair, you've lost them.
- 4. You are a role model:** Never forget that the kids watch you constantly. They model themselves after you, and you have to be the person you want them to be. If you want your students to trust you, it takes consistent caring and effort on your part. If you want the students have the opportunity to grow into confident, happy human being. It is not easy, and not all the students will trust you. Some will betray your confidence. Yet if we ask great things of our students, we must show them we believe great thing are possible. Make every effort to remove fear from our classroom. So, we will introduce what is the meaning of life in your course and suggest them some reading book about life. Encourage them to set up reading club in the class and to participate the volunteer service.

Introduction of Buzan Organic Study Technique (BOST™)

The Buzan Organic Study Technique (BOST™) will show you how to develop strong study habits and overcome fears, stresses and anxieties. Combining all the elements of the Buzan techniques, they will reinforce and multiply your mental skills, introducing you to ways of increasing your efficiency while using it. This will improve the memory of what you have read, as you read it and after you've read it. There are two main strategies which will be used to enhance effectiveness of all our participants.

Winning Memory Techniques

A memory system works rather like a super-sized filing cabinet that contains files on every aspect of your entire life. The only way you are going to find information quickly and easily in your cabinet is to make sure that it is well organized and accessible. This means that no matter how obscure the memory you want to retrieve, you know what its category is and can find it easily. In this course, you will learn how the Primacy and Recency Effects impact on your ability to recall, how your mind finds things better through associations and outstanding & uniqueness. Your brain will also likely recall better if it appeals strongly to your senses and your interests. All of these will have a very important effect on your studies and your ultimate success.

TEFCAS & Meta-Positive Thinking

Pioneered by Tony Buzan to help us understand that all learning will start with the unfamiliar, with discomfort, with 'failure'. But, knowing the process that leads from this to success, we can rest comfortably knowing the positive results of learning. This is what TEFCAS (the acronym for Trial, Event, Feedback, Check, Adjust & Success) will lead participants to. And coupled with a brand new outlook of positive thinking called Meta Positive Thinking, you will be a successful learner and achiever!

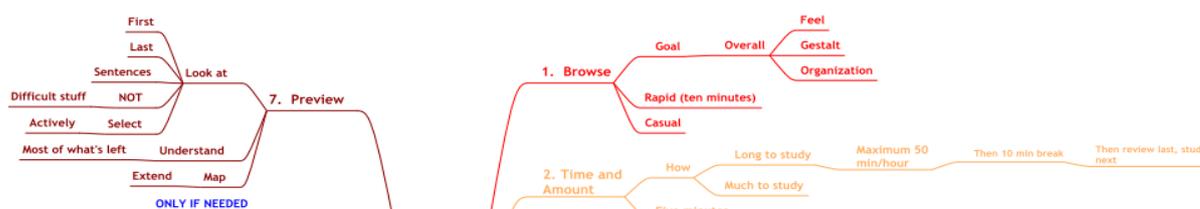


Figure 4 Mind Map of Studying Technique

This technique is divided into two parts – Preparation and Application as Figure 4.

A: Preparation

This part of the technique is vitally important and should never be overlooked as it helps create the right frame of mind for the studying to come. It consists of:

- A swift browse through the book
- Defining limits on how long you will work for and how much you will study
- Mind Mapping what you already know about the subject
- Asking questions and setting goals

□ B: Application

The second part of the MMOST consists of the following stages:

- Overview
- Preview
- Inview
- Review
- Mind Mapping
- Continuing Review

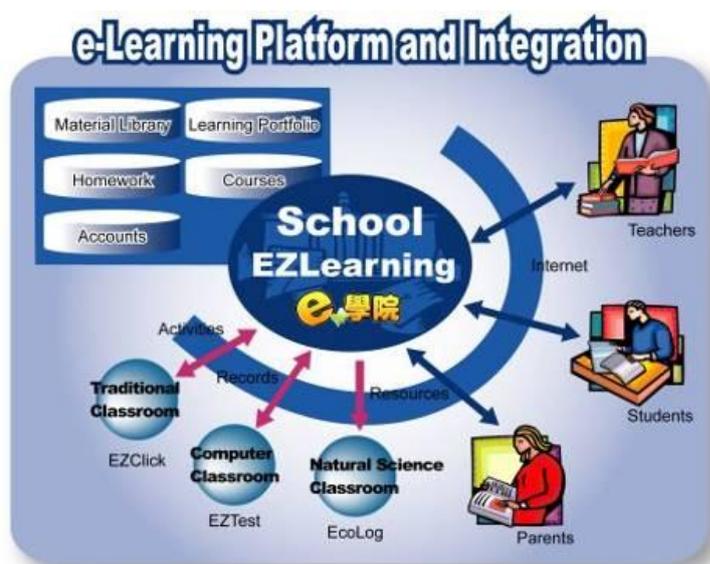
Benefits of a Mind Map Tutor

- You have a framework to guide, or tutor, you through the subject.
- Each Mind Map is an easy to remember framework.
- Each Mind Map triggers recall to the details.
- Details are not lost – They can be in notes or detailed branches.
- You simply 'drill' from one Mind Map to another by clicking.
- You can add your own ideas and thoughts.
- You can add your own resources like pictures, documents, websites, etc.
- You can make the Mind Map 'your own' by interacting with it.
- You can learn faster and easier by using your whole brain.

Upgrade teachers' BOST™ skill

1. Setting up Learning Management System(LMS) by HABOOK E-Learning system:

A learning management system simplifies the process of administering education and training. LMS help create and offer courses and curricula. They reside at the top of the offer column of our tools framework. We integrate software and hardware to promote teaching and learning, as well as building internet solution. By our highly efficient products, the teaching environment is more convenient, and the teaching session is more lively. In this way, there exists a highly interactive relationship between the instructor and the students. Through the aid of internet, the goal of computerized control and intercommunication system can therefore be achieved. These products are such as [EZLearning](#), [EduClick](#), [EZTest](#), [EZTeaching](#)...etc as Figure 5.



2. Encouraging greater involvement of book-reading clubs among teaching faculty, administrative staff, students and parents:

It is generally agreed that an uplifting spiritual life of each individual contributes to a more harmonious society. Also, a smooth-running society is a generator that powers the huge machine of society. A resilient mind capable of any internal improvement begin with the willingness of an individual to remove as much as possible the weed of selfishness from his mind. This way, there can be hope for a society teeming with sympathy and compassion. Among the chief cost-efficient results are: individuals are encouraged to invest more time in reading books with a purpose or books that are inspiring. Individuals are also observed to get more involved in experience sharing or discussions of various kinds, to broaden their world of knowledge and to get to know each other better. In Keelung, we have promote this business for 3 years and attend this club's students increases with rate of 10% every year.

3. Training seed teachers to promote and popularize BOST™:

In Keelung area, there were eight library directors of senior high schools and vocational schools to propose one Keelung area characteristic project for Education Minister and got the fund US\$200,000 for last two years, so we invited instructors to train seed teachers how to operate multi media tools and BOST™, to develop strong study habits and overcome fears, to create teaching materials.

4. Holding regular contests in web page design 、 book reading report and evaluation of reading club performance, encourage readers to utilize BOST™ in the contests:

The purposes of holding contests before school's anniversary are evaluation of promoting activities' performance. We also encourage outstanding students to attend contests sponsored by outside of school. In 2004, one team of students obtained the second place of national web page design contest. At least one student gets award from attending national book-reading report contest every year. We offered reward for counselor and students who get the award from attending contest, it makes them more confidence and good for promoting information literacy and book-reading. This year, LARC and TSLPCT together edit and compile teacher librarian handbook(including BOST™ and BIG 6 training materials) for every school library and encourage readers to utilize BOST™ skill to improve their reading habit.

Conclusion

Facing 21st century, the technology of information society is progressing so rapidly in developed countries, we want to appeal to senior high students to prepare for themselves to adapt to their future. Facing knowledge exploding age, abundant reading seems to be one of the best ways to acquire knowledge. And we know reading can enhance individual frustration tolerance and reduce the fear caused by ignorance. Learning from others' experiences can help us overcome the difficulty nowadays and inspire ourselves to restart in the near future.

Trend master John Naisbit has pointed out that efficiencies in learning and change are crucial to the success of the 21st century learner. So school library promotion group will edit and compile reading handbook for every school and hold many conferences, training courses to educate learners. Mean while, evaluate these results and adjust these plans to help learners to learn and change efficiently.

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Appendix 1:

Difference between attending essay report contest and information literacy

Task definition

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
1	Through discussing with classmates and teachers	Yes	286	4.09	.907	1.341	.299
		No	308	4.00	.867		
2	Through Observing	Yes	286	4.02	.890	1.024	.742
		No	308	3.95	.845		
3	Through Reading	Yes	286	3.78	.991	-1.505	.000*
		No	308	3.89	.831		
4	Through W(Who,What,When, Where,How,Why)	Yes	286	3.58	.987	-1.178	.051
		No	308	3.68	.905		

Difference between attending essay report contest and information literacy

Information Seeking Strategies

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
5	Ask teachers or teacher Librarians	Yes	286	3.66	1.073	-1.528	.025*
		No	308	3.79	.971		
6	Utilizing keyword or related word	Yes	286	4.14	.863	-1.191	.918
		No	308	4.22	.793		
7	Through Reading	Yes	286	3.78	.991	-1.505	.000*
		No	308	3.89	.831		

Difference between attending essay report contest and information literacy

Location and Access

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
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8	Through seeking engine(ex, Yahoo)	Yes	286	4.35	.900	-2.131	.036*
		No	308	4.49	.742		
9	Library	Yes	286	3.84	1.035	-1.731	.002*
		No	308	3.97	.902		
10	Through Reading	Yes	286	3.97	.987	-1.113	.035*
		No	308	4.06	.819		

**Difference between attending essay report contest and information literacy
Use of Information**

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
11	Through reading, get the keypoint, outline and summary	Yes	286	4.06	.927	-1.364	.330
		No	308	4.15	.799		
12	Get picture and data through internet	Yes	286	4.17	.881	-1.976	.897
		No	308	4.31	.807		

**Difference between attending essay report contest and information literacy
Synthesis**

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
13	Summary of keypoint or report	Yes	286	4.12	.904	.630	.146
		No	308	4.08	.815		
14	Data processing by Office Word	Yes	286	4.28	.882	.007	.763
		No	308	4.28	.877		
15	Presentation report by Office Powerpoint	Yes	286	3.91	1.030	-1.159	.334
		No	308	4.00	.955		
16	Edit bibliography by APA style Manual	Yes	286	3.31	1.052	2.818	.004
		No	308	3.08	.960		
17	Utilizing reference source	Yes	286	4.28	.840	2.475	.180
		No	308	4.10	.915		

**Difference between attending essay report contest and information literacy
Evaluation**

No	Big Six 6 steps	Attending	Persons	Average	Standard Deviation	t value	significance level
18	Result efficiency?	Yes	286	3.94	.892	-.964	.264
		No	308	4.00	.780		
19	Meet the requirement?	Yes	286	4.02	.846	-1.199	.854
		No	308	4.10	.774		
20	Effort and time efficiency?	Yes	286	3.65	.938	-1.375	.656
		No	308	3.76	.938		

