Arts Teachers' Media and Digital
Literacy in Kindergarten: A Case Study
on Greek and Chinese Children
using a Shared Blog in Early Childhood
Education

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桐华幼儿园 Draw A Picture of Your And Your Favorite Toy (Tonghua Kindergarten 1)





何祥裕 我想要个过山车 (He, I want a Roller Coaster)



李奕杨 我希望我有个好朋友 (Li, My best friend and I)



李炳毓 祝妹妹天天快乐 (Li, My happy younger sister)



	GREECE	CHINA
Use of hardware	Kindergarten has one computer, no projector. Four children (in four groups) at a time could participate the discussion.	One computer to control the online class, and one projector make every child to see and read pictures.
Use of basic computer skills	Make the computer be connected online, open the blog, show all the pictures online.	Open the blog and show all the pictures with projector to children.
Picture reading	Make children read pictures by themselves, and join children's discussion about pictures.	Make children read pictures by themselves, and help children's group discussion.
Message reading	Read and translated the English message to children.	Read the message from translated version in Chinese.
Message posting	Post translated message to Chinese children in the blog.	Post Chinese message, and translator posts it in English.
Information search	Using searching engine to find the information related to children's questions.	Search information before class and use her own knowledge to answer children's questions.

Communication path between children



Children showing their own drawings







Two samples of the blog posts



- · Emmi (Εγώ και το ζόμπι μπάρμπι μου. το δέρμα του είναι λίγο περίεργο (Me and my zombieBarbi, it's skin is a bit weird)

(我和我的zombiebarabi,看看它的皮肤很奇怪吧)



Μαχ Εγώ και το κουρέλι μου (Me and my rag) (我和我的抹布)

Thank you for your attention!

Any questions?