

CAT 4 RESOURCE DEVELOPMENT

WEIQI FOR KIDS

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ABSTRACT

Weiqi For Kids is a child-friendly resource which aims to teach and interest Lower Primary children in Weiqi. It provides lesson packages containing lecture slides, activities, quizzes, and videos created through scratch, to consolidate our participants' learning of the game and to allow them to be actively engaged in the learning process. There is also a website where all our resources are collated, to enable our participants to access the lesson materials and revise what they have learnt.

1 INTRODUCTION

1.1 Rationale

Through our personal experiences of learning Weiqi since young, we have found existing lessons dry and uninteresting. Existing online websites for Weiqi learners are also not child-friendly and are created for an older audience, due to their use of language and levels of difficulty. Children are thus not inclined to learn Weiqi unless forced to do so by their parents, and this makes learning Weiqi a declining trend in Singapore.

1.2 Objectives

Through the Weiqi For Kids package, we aim to:

- Be able to help children develop an interest and understanding of Weiqi
- Inspire them to continue learning Weiqi after our lesson package.
- Allow the game culture to be preserved through encouraging the young to pursue the learning of Weiqi.

1.3 Target audience

Our target audience is Lower Primary students (Primary 1-3)

1.4 Resources

The resources created for a 3-day weiqi lesson course were powerpoint slides,

mini activities, videos and quizzes. All these resources were collated on our website such that the participants had access to them.

2 REVIEW

According to the Singapore Weiqi Association website, The author wants to show that learning Weiqi from young can be beneficial for the brain. He also wants to highlight that it is important for young Weiqi players to start learning from young. Thus, players who have trained since childhood and had many years of experience in the game were found to have better cognitive skills than those who did not. Their brains also had higher structural plasticity, which allows for the brain to be better connected in areas that focus on various cognitive functions. The cognitive skills include concentration, working memory, execution control abilities and problem-solving abilities. It is important for children to start training Weiqi and developing these cognitive skills. This is because these skills will help them in processing ability quickly and efficiently, thus helping them to learn easier and faster in class. They would also be more flexible and creative when it comes to problem solving. Therefore, the author's work has shown us that there is a need in teaching Weiqi to children while they are at a young age. Another research done by Dr. Marc L. Moskowitz, a professor at the University of South Carolina stated that Weiqi allows "Children and university students (to be) disciplined by the game: they're taught to sit still and concentrate for long hours, to use their minds to compete – all important values in contemporary China, like endurance and intellect." Moreover, David Lai, a professor at the Strategic Studies Institute of the US Army War College recognizes that hardly any of his students will become expert Weiqi players, but more than anything, he aims to make them conscious of different cultural perspectives. According to a study done by Finch. T, playing Weiqi is a powerful learning medium as meaningful play, which is enhanced through effortful study, can produce profound levels of learning and creativity. Therefore, playing Weiqi is a form of learning through play. Many websites offer challenging Weiqi problem solving questions or documentaries of

professional Weiqi matches. *However* most of these resources are for older learners. Our main objective is to help develop an interest and teach the basics of Weiqi to the primary one to three students so many resources available online would not be helpful to them. Therefore, we decided to make resources to teach Weiqi catered to the children's needs so that they will be able to learn Weiqi more efficiently.

3 METHODOLOGY

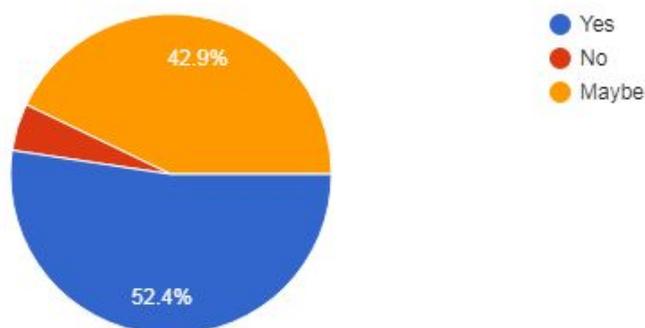
3.1 Needs Analysis

A needs analysis was conducted to ascertain the relevance of our project. A questionnaire was constructed to assess the interest level of young children today towards learning Weiqi, as well as their expectations of the lesson format. We obtained 21 responses. The feedback was useful in our shaping of our lesson format and confirmed the feasibility of the project.

3.2 Survey Results

After seeing the previous information, are you interested in learning more about Weiqi?

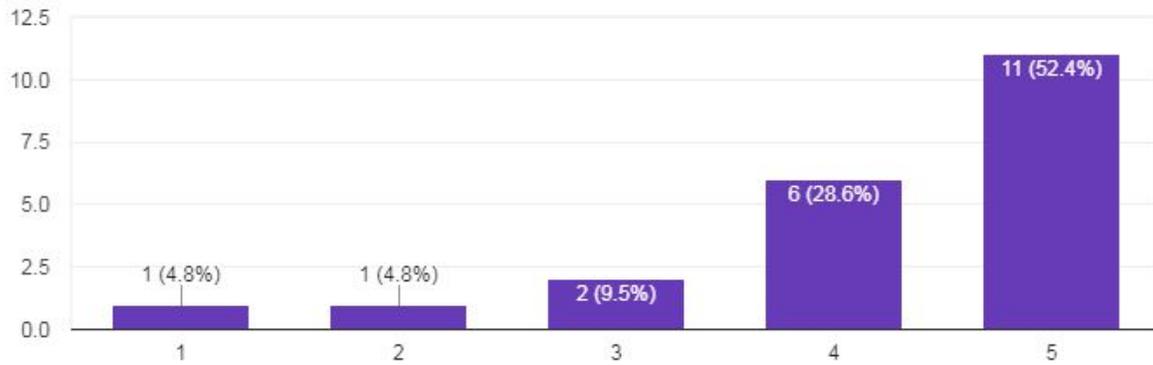
21 responses



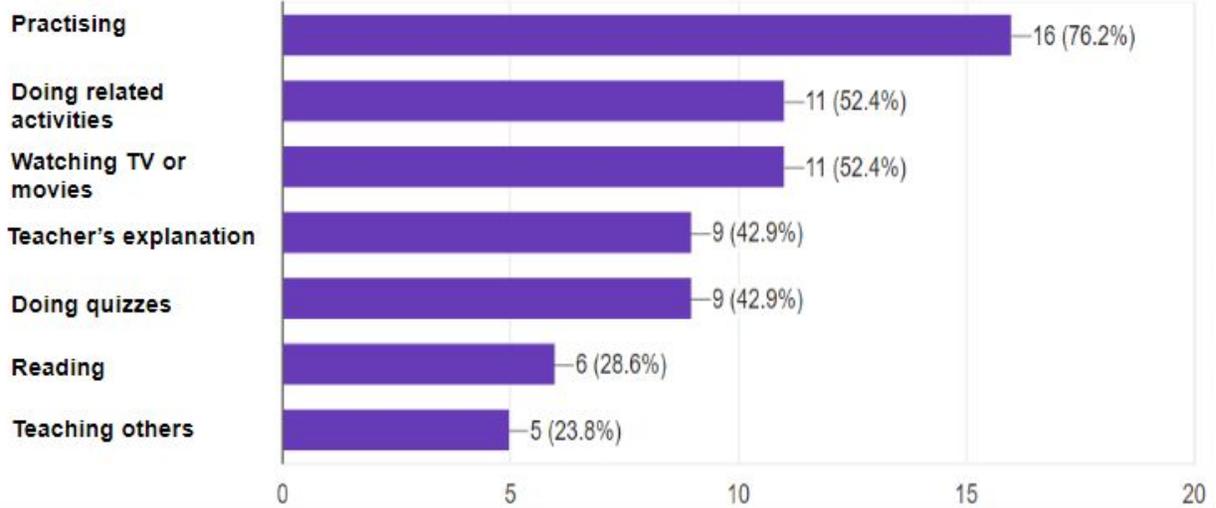
On the scale of 1-5 , how interested are you to learn more about...

How to improve in Weiqi

21 responses



Do you learn things faster by... (You may choose more than 1 option)



3.3 Development of Resources

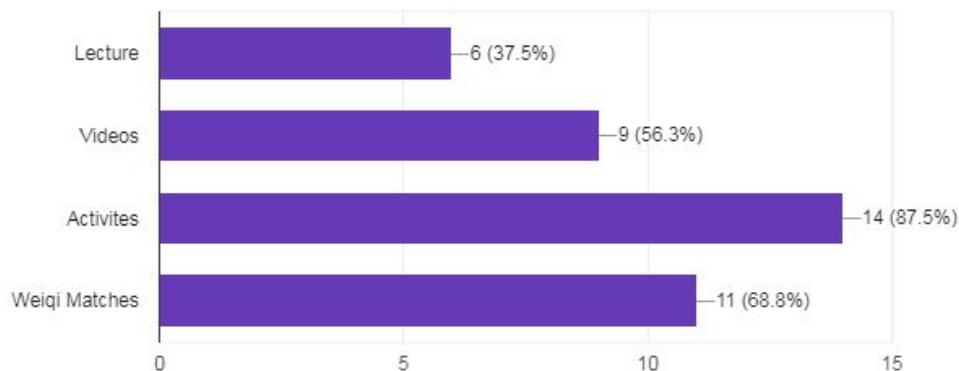
A review was carried out on many online Weiqi websites, books and magazines, which enabled us to finalise our lesson structure and content coverage. The content was then simplified into easier concepts, with many analogies and videos to allow participants to understand the concepts better. We also created quizzes to assess the participants understanding of the day's content. We sent our resources to the principal of RITZ school of learners for his feedback on whether our resources are truly child-friendly.

3.4 Pilot Test

A 3-day pilot test was administered to 15-20 Lower Primary students. The 2 hour course each day consisted of lectures, videos, activities, quizzes and real matches. Recommendations from our needs analysis were incorporated in our lesson package, where we allocated more time for participants to practice Weiqi by playing with one another, or solving challenging Weiqi problems. The feedback for our course was generally positive.

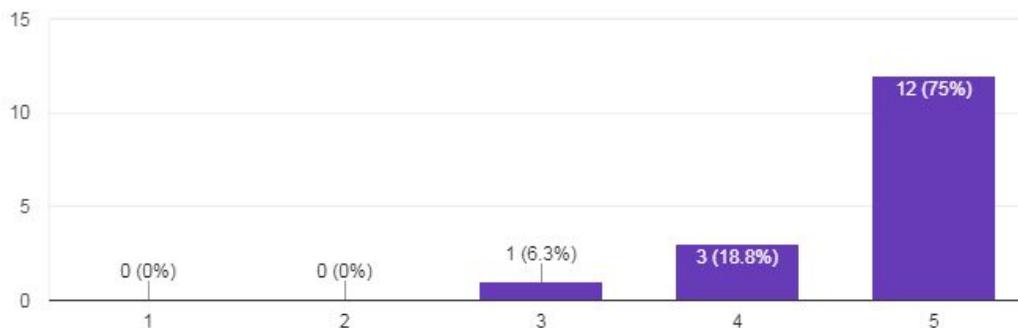
Which part of the course did you enjoy?

16 responses

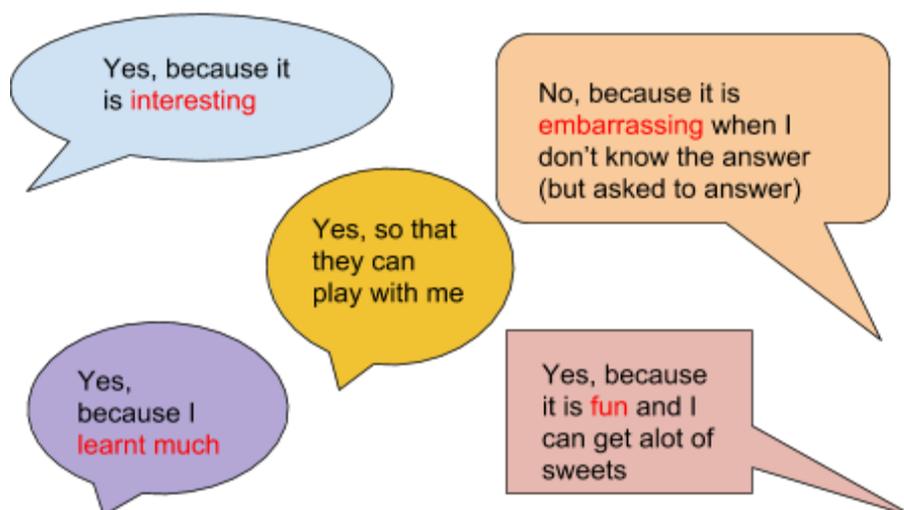


With 1 being the least and 5 being the most, are you interested in continuing to learn Weiqi?

16 responses



Will you introduce this course to your friends?



4 OUTCOME & DISCUSSION

According to the feedback that we have received at the end of the survey, we have concluded that the 3-Day pilot test that we have conducted is ultimately a success. Our resources have proven to cater to our target audiences' needs and make them more passionate towards Weiqi. However, after thorough discussion and reflection, we have found out several areas of improvement and how we could have done better next time. First and foremost, our audio system for the videos that we have put up for the

children to watch was not really working and therefore the effect was not as desirable as we have predicted to be. We will look into this issue and ensure that we have an adequate audio system (preferably testing it beforehand) before we conduct the course.

Another improvement that we can make is to make a comparison of the before and after of the children conducting our course. This is to show how much they have benefitted from our course and to see if our course and resource package have kindled their fire of passion to learn Weiqi.

Also, the classroom was L - shaped, and therefore many of the children are sitting in awkward positions when we were conducting the lesson. I think we should negotiate more with the centre next time and make sure that we have a conducive environment to conduct the course. Our initial goal was to help to children develop a passion in Weiqi and hopefully encourage them to take up Weiqi as a CCA or hobby in the future. However, due to the above restrictions, this initial goal seems to be compromised. We have also identifies that a class size of 20 students is too small for accurate feedbacks about our course. Thus, we created an online website for children to self study and learn Weiqi online with child friendly material. This would allow us to reach to a wider audience.

5 CONCLUSION

Throughout the project, we have acquired many skills such as teamwork, leadership, and most importantly, planning. During the project, we had many instances where our opinions were different and it was through the leadership of our group leader, Kian Ann, to make the final decisions after garnering all the opinions from the group members. This allowed us to work as a team and come to a common understanding. We also faced challenges where some of us could not meet up on a certain day for the project pilot test. Hence, we needed the teamwork of the rest of the group members to make up for the job. This really allowed us to bond as a team and work efficiently to be able to cater to all the students despite the lack of manpower. Last but not least, all of us have acquired the skill of planning. Organising 3 different days to carry out different

sets of pilot tests with different resources is really demanding in terms of organisation and planning. The first challenge we faced was deciding on the dates when the pilot tests would be carried out. Despite the fact that all of us are in the same CCA, we still had many other commitments and most of us had plans to go overseas during the holidays. Hence, we decided that we would be carrying out the pilot tests on the weeks before June holidays, to avoid clashes with our schedule. The next challenge was the manpower needed to carry the Weiqi boards and seeds to the student care. The student care we went to was located at Holland Village, with a relatively short walk away from the MRT station. However, we underestimated the weight of the weiqi boards and it was very exhausting to carry them to the student care centre despite the short distance. Hence, we decided to bring trolleys for the next 2 days of pilot test and it was significantly easier to carry the Weiqi boards to the student care centres. This shows that we have learnt from our mistakes and planned forward to make our journey easier and conserve more energy to focus on teaching the students. Lastly, we had difficulty gathering attention from all the students. The students simply did not have interest in Weiqi and were not enthusiastic about learning it. However, this greatly improved and there were more classroom engagement for the next 2 days. We had chose to include more videos and activities in our resources to make the students interested in Weiqi. All in all, this was a great project that has honed our skills in leadership, teamwork and planning and we also managed to bring out the interest in students for Weiqi.

6 ACKNOWLEDGEMENT

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7 REFERENCES

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