

ChinaVine

ChinaVine is a project that has already existed for 5 years. Now this project has entered a new phase. An interpretative participatory website will be launched in 2012. Apparently ChinaVine project has already got its success, why this project decided to spend time and money to create a participatory media project? How does ChinaVine plan to encourage people to participate are the questions that I want to research.

Besides that, another important reason that I think ChinaVine needs to be studied is it is a project that across China and U.S. It could best illustrate if the participation model on the website can across the culture/ language barrier.

Introduction

Mission statement

The current mission for ChinaVine is to educate English-speaking / reading children, youth, and adults about China's cultural heritage. This mission is achieved through it's interactive website along with a variety of social media platforms. (Vine Online, n.d)

It combined "Vine" with China because of the fluid, ever changing and winding ways of culture. People are invited to join with ChinaVine in contributing to it's mission, interacting with ChinaVine through the website, and following ChinaVine's interpretation of China's cultural heritage.

How to achieve its mission?

ChinaVine is using its website to fulfill its mission. Art forms, artists, culture heritage stories, pictures, videos, and games are all related to Chinese culture. The

words that use on ChinaVine are not academic. It is focus on let everyone, from children to adults, to understand Chinese culture.

The design of ChinaVine's website shows its Chinese feature. Both new and old website using soft parchment-like traditional Chinese mural painting background. Since Chinese are represented by its red color, red can be found everywhere in ChinaVine's website. The logo design for ChinaVine also represented its mission. ChinaVine's logo is a red seal that written in ChinaVine's Chinese character.

The new website design will use the participatory media to allow people post their own experience for Chinese culture, and created the geo-tag map for people to see their Chinese experience location. Jonathan, one of the ChinaVine team members, believes that when people post something online, they will back to check if others comment on their submission, so that it will create the conversation, and better help people to understand Chinese culture. The participatory media will create a dialogue atmosphere for people to learn Chinese culture. For the new website, the videos and pictures are preserved in the social media like Vimeo and Flickr to make it easy to store, update, share and tag with other people. So that ChinaVine can provides more videos and pictures to its audience to educate people. Also, when the social medias are updated, the feed will be shown on the new website which makes ChinaVine website as a portal for people to discover Chinese culture knowledge through different channels.

History

The idea of the project came from the exchange activity between Shandong University of Arts and Design (SUAD) and University of Oregon (UO). When the project's founder Doug Blandy traveled to Shandong and talked to SUAD's president Pan Lusheng, they were both interested in bringing Chinese culture to the people in

U.S.A. Doug believes “we (American) need to believe we live in the international environment, and as such we need to be well understand other countries’ culture as extend as possible.” Also, as China’s cities continue to grow, the Chinese urbanization is taking many traditional arts away. Record China’s traditional arts and show how these arts are adapting to the contemporary world is important.

The ChinaVine website is using the model of Folkvine that professor Kristin Congdon was involved in University of Central Florida (UCF). In 2006, the ChinaVine website was incepted leading by UCF’s Entertainment Art student group. After that, in the following years, both UCF and UO faculties and students, as well as other partners for ChinaVine traveled to Beijing, Shandong, Shanghai, Guizhou to do the field work and expand the content for ChinaVine website.

Currently the ChinaVine website is moving to the next phase. A new interactive website is being designed by the Interactive Media Group in University of Oregon. It will focus more on participatory media. And it will take the collaborative methods that ChinaVine applied before, for the small group of people, into a system where all the users are able to interact with each other (Thomas, 2011). The new website will be launched in January 2012.

Co-directors

The principle creators are Douglas Blandy from Center for Community Arts and Cultural Policy (CCPCP) in University of Oregon (UO), Kristin Congdon from Cultural Heritage Alliance (CHA) at the University of Central Florida (UCF), and Zhao Yi in the Folk Art Institute (FAI) at Shandong University of Art and Design (SUAD).

Douglas Blandy went SUAD talked with president Pan and decided to create the project that record Chinese art culture. He was interested in how Chinese

contemporary art incorporate with traditional art, and because he is an art educator who believes the participatory education will both benefit teachers and students. By creating the ChinaVine project, he thinks it will testify his education opinion.

Doug Blandy brought professor Kristin Congdon into the project. Since they two had already has a research relationship in partnership with other people to interpret culture. Besides that Kristin was also involved into the project named Folkvine in Florida which can be used as a model for ChinaVine to create the interactive website project. So that Doug and Kristin decided to create ChinaVine together to experiment cross culture interpretation and education.

Partners

ChinaVine is a collaborative project; there are many partners that contribute to the project. They can be categorized into different groups. *Primary academic partners (US)*: Provide grant, in-kind support, expertise and human resource. *Primary partners (PRC)*: Help to make fieldwork arrangement, contact with Chinese artists, and contribute knowledge of Chinese culture. *Other Academic Partners (US)*: Scholars or students contribute to the content on the website. *Other partners in U.S.*: Provide professional expertise and grant support for ChinaVine project. *Other partners in China*: Help to arrange the fieldwork and contribute to the knowledge for the website. The detailed partners for ChinaVine can be found at Appendix 2.

Also, according to the interview with Doug, there are many potential partnerships are being cultivated during their last September trip in China.

Current funding and resources

According to Doug's interview, many small funding and resources are granted for ChinaVine.

In UO perspective:

AAD -Cash (faculty research support) and inkind (GTF)

CCACP - Cash (faculty research support) and inkind (GRF)

AAA - 8,000

Confucius Institute - cash for opening reception exhibit

Center for Asian and Pacific Studies – 1000

Interactive Media Group – inkind

UO Global Seminars – inkind

AAA Web Services – inkind

Besides the cash or inkind support, faculties, students are also donating their time, energy, as well as knowledge to support the ChinaVine project.

In UCF perspective:

There are many similar grants that inside UCF to support the ChinaVine project. Besides that National Endowment for the Arts just granted UCF ChinaVine program \$25,000 to upgrade the existing ChinaVine website, facilitate user access, improve search capabilities, and create five new website units concerned with China's traditional culture.

Organization/Project's Assets

- ChinaVine Website

- Social media network

- Archive (Almost 1.2 Terabyte files for ChinaVine. Including more than 10,000 Photos, at least 100 hours long videos, audios, Fieldnotes, and so on)

- Publications (papers, Newspaper report for ChinaVine)

- Partnership in U.S. and China

- Beijing based field School

- Other Scholars

- Students who involve with the project

ChinaVine's audience

Who are they?

As Doug said in his interview, the community for ChinaVine is “people who are interested in learning Chinese culture either formally or informally.” They could be K-12 students, college students, scholars and so on.

Why ChinaVine?

Since ChinaVine project has a strongly partnership not only in the universities across the U.S., but also in China. This cross culture cooperation model provides ChinaVine's audience/community a unique opportunity to extend their experience even if they have never been to China. The content that provides on the ChinaVine website is not only written by the western background students or professors, but also provided by the artists, students, professors that are native Chinese, who may never come to western countries.

For example, through the Chinese Twitter Sina Weibo, ChinaVine contacted a Chinese folk artist Li Hongyun. She is a villager that does not know English at all, and has never come out of China. She helped ChinaVine to write an article about her embroidery work. And introduced Duixiu, a traditional Chinese embroidery type to ChinaVine. Then ChinaVine helps to translate and put the article online. The article is not only showing the art form that Li did, but also express her opinion about Chinese New Year. ChinaVine's community could learn the Chinese art knowledge and understand Chinese people's opinion at the same time.

Also, according to the Google Analysis, there are a huge number of audiences for ChinaVine that are come from China. Chinese community can also benefit from the uniqueness of ChinaVine program since it provide them a special way to learn

their own cultures through western people's lens.

How did they have been cultivated?

By identifying its community, ChinaVine could build its community through both online methods and offline methods.

For online world, the community was built mainly through social media both in U.S and China. Facebook, Twitter and Vimeo are three major social networks that ChinaVine are using in U.S., Sina Weibo, Renren, and Tudou are the social medias that uses in China. By using the social media, the community was announced about the latest news for ChinaVine. ChinaVine also uses social networks to expand its influence, and cultivate more partnership opportunity. On Appendix 1 is an advertisement that the ChinaVine social media coordinator Emily Hope Dobkin has created to announce people about ChinaVine. From it we could find ChinaVine's social medias, and to see how ChinaVine stimulate people to join its social network.

Social medias are useful tools to reach new communities. By identify ChinaVine's tag as folklore, folklore art, education, China, culture, Song Zhuang, and so on, ChinaVine could be able to reach people or organization that have the same interests on the social media. For example, on Chinese Twitter Sina Weibo, ChinaVine is able to find an expert named Tomoko Torimaru. She is a Japanese professor who spent almost 20 years in Guizhou Province to research Miao nationality's embroidery costumes. By using Weibo to contact, Tomoko Torimaru is happy to write article for ChinaVine to introduce Miao's embroidery skill. Social media also helps ChinaVine to contact other groups to cultivate partnership. A group of youth students in China has created a folklore art magazine named Snail, they also have a website for people to upload folk art pictures, videos, and articles to participate. It is the same mode that ChinaVine's new website will have. By

contacting with this group, it is more easily for ChinaVine to cultivate new community in China. Those two examples tell us how important social medias are. It could help to search more people to participate into the project. Identify the group rightly on social media is also important. There are more than 800 million active users on Facebook, 300 million on Twitter and 100 million on Sina Weibo, it's a huge pie but hard to control. By using the right tag or identity, people could find ChinaVine easily and vice versa.

By looking at Appendix 1, we could also find how ChinaVine builds community in the real world. ChinaVine has grabbed many events chances to cultivate its community. It has been presented in many events just like the one that Emily was announced in the end of the advertisement. ChinaVine has also presented in Eugene Asia Celebration, the city's biggest event, attracted many people's attention. Besides that exhibitions were held both in University of Oregon and University of Central Florida to publicize what ChinaVine group has done to attract more audience's interests.

The cooperation with UO's Jordan Schnitzer Museum of Art (JSMA) has further helped to cultivate the community for ChinaVine. JSMA's Chinese Art and Culture program consists of an actual physical kit and teacher resource guide. Emily Hope Dobkin helps to evaluate and revise this Kit and incorporated ChinaVine's online content to guide educators to utilize these materials in their own classrooms. For example, in the first Unit that focuses on Chinese Festivals and Celebrations, Emily states in ChinaVine's blog Vine Online (2011), "Under the New Year category, I suggested looking at the New Years paintings and short video from Gaomi." From the Qing Ming festival's custom in the kit, Emily also encourages people to check kite making video in Weifang and Beijing from the ChinaVine's website (Vine online,

2011). JSMA's after school program is also using ChinaVine as the resource to educate the youth. The Appendix 2 shows the pictures that were shooting at JSMA. Students are creating the dough figures by looking at the videos that were created by ChinaVine. This cooperate between JSMA and ChinaVine intrigue more teacher and student communities to discover and participate in ChinaVine website.

The first UO study abroad program *public culture & heritage: a Beijing field school* is also a great chance for ChinaVine to cultivate its communities. Students from UO different departments jointed the summer field school to China. They have become the followers and benefifers for ChinaVine program. Through the filed school, students visited Song Zhuang and Jian Gou village, and create the posts on the course site. During the time when the field school group was in China, team members also contributed to cultivate the community for ChinaVine. In Beijing Normal University, professor Doug Blandy and John Fenn gave a speech to the students and teachers there, and spread the card that printed ChinaVine's social media link to the students to encourage them join ChinaVine's social network and participate in the coming website. In the observation day to South Luogu Alley, students put the social networking card into a box that they have found in a café and encouraged people to visit ChinaVine's website and social media. Doug said the field school would continue to be held to both intrigue American students, and cultivate Chinese audience as well.

Current Situation

How long does its leaders plan to keep it alive and dynamic?

According to Doug, he doesn't have a specific plan for how long this website will keep alive and dynamic. He thinks "it depends on the willingness for people to continue contribute." But at the same time he thinks the project will not last forever.

What phase is the organization's online asset in now (2011)?

The old version ChinaVine website has already got many success. The content in the old website contains four provinces in China. Follows the interactive map, audience could look at the city and village's introduction, folk artists' introduction, art form's introduction, artists' workshop, gallery for the art craft, art form's culture heritage, and so on. Multimedia methods were used on the website, videos, photos, even the ChinaVine team member's field note can be found on the old version ChinaVine website.

ChinaVine has also built its social media on Facebook, Twitter, Vimeo, Sina Weibo, Renren, and Tudou. Before using these social medias, ChinaVine has did carefully research. According to Stephanie Sokolowski (2011), the former member of ChinaVine, with the countless social media tools in use today, "finding the most applicable, user-friendly, and manageable social media is important." By using the criteria above, ChinaVine has implemented Facebook, Twitter, and Vimeo as its main social media applications in U.S, and Sina Weibo, Renren, and Tudou as its social media in China.

Ongoing "development" or moving into "legacy" phase?

ChinaVine team has already worked with Interactive Media Group in University of Oregon for two year to develop its new website. The new website improves the navigation function that the content will be easier to be found. Compare to the old version ChinaVine website, the most difference for the new website is it incorporate the participation section. The new website will cultivate the dialogue through its participants. As Tomas Valladares (2011), the former production coordinator for ChinaVine said, the new website will "allow the ChinaVine team, scholars, and students to have an ongoing conversation about the rich history and

evolving nature of traditional and contemporary material culture throughout China.”

(Valladares, 2011)

Technology and financial effects for ChinaVine

ChinaVine is challenged by the technology a lot. Since the ChinaVine's mission is rely on interactive website and social media, the development of technology has hugely affected ChinaVine. As Jonathan, the team member in ChinaVine said in the interview, “the technology has huge affect ChinaVine.” The original website of ChinaVine is based on Flash, and it is hard to develop, also it is not allow people to comment. With the new technology, the new website is built based on Wordpress platform which is easy to use. The new design has the function that also allows scholars and public folk to contribute their content through video, pictures, and articles. The geo-tag map on the new website will be used to provide the location of where people create their comments as well. Besides that, the development of social media like Vimeo, Facebook, Twitter, and other social media tools helps ChinaVine to disseminate research information, so that it will engage more participants. All of the new improvement of ChinaVine is related to the development of technology.

It is surprise to hear from Doug that the current economic crisis has not affected ChinaVine. He described the reason from two aspects. The first reason is the project like ChinaVine is small. “When the organization is big, it is more vulnerable to be affected by the externality world,” Doug said. However, since ChinaVine is a university based project, its not that fragile to be influenced by the outside bad economy. The second reason is the collaborative model for ChinaVine. “This project is people's goodwill, and ChinaVine is built based on the social capital environment.” The bad economy will not affect people's interest to contribute to the project, so that

is why the economy has not influence ChinaVine.

What has already been achieved?

There is not a specific evaluation report for ChinaVine, but by relying on Google Analytics, we could know that People from all over the world have already got huge interested in visiting ChinaVine's website.

Google Analytics is a useful tool to estimate the website's impact. It tells the website visitors' demographics information, their behavior, the technology that they've used, and the social engagement for the website. Since the old version of ChinaVine doesn't have the function for people to comment or contribute online, the social engagement for ChinaVine website is zero right now. However, when the new website is launched, the social engagement function for Google analytics will be more helpful for ChinaVine to estimates people's participation. According to The current Google analytics, ChinaVine's old website data (from Jan 1, 2006 to Nov 26, 2011) is shown bellow:

22,486 Visits

16,185 Unique Visitors

97,271 Pageviews

4.33 Pages/Visit

00:03:20 Avg. Time on Site

55.25% Bounce Rate

71.98% New visits

Among those visitors, 62.12% are from U.S, 20.7% are from China. Although the mission for ChinaVine is to educate English speaking countries people, Chinese are provide great enthusiasm to ChinaVine. That's why currently ChinaVine starts its Chinese social media to cultivate Chinese community.

From the social media's data, we could also estimate ChinaVine's achievement.

- Facebook: there are 187 people likes it.
- Twitter page, there are 110 followers.
- Vimeo: From April 2009 to Nov 2011, there are totally 4,979 times play for the video.
- Sina Weibo: 122 followers
- Sina blog: 216 times visit.
- Tudou: From Jan 2010 until Nov. 2011 there is totally 3150 times play for the video.

Although there is no specific data that shows ChinaVine's impact by using qualitative methods, Doug mentioned several methods would be used in the following research. ChinaVine will look at how the audience develops internationally. Also, ChinaVine's team member will be sent to the classroom to observe how the project is be used in the classroom. Interviews with teachers, students, scholars, and social media followers will be used to measure ChinaVine's total impact.

What impact does ChinaVine have for the society?

The current website for ChinaVine doesn't have that much mutual interactions with its users. But by looking at the ChinaVine project, I do believe that ChinaVine provides a platform for western people to learn more about China. Some of their wrong misunderstand will be changed by looking at the website. For example, on Twitter, falcon2016 asked ChinaVine if Chinese dragons are legendary or real. Which shows that people have already rely on ChinaVine to solve their Chinese related questions.

Jonathan also believes that ChinaVine project will provide a new education method to scholars, especially the old scholar in China. "I think people in Chinese

schools or organizations, they might see ChinaVine project, think it is a positive force (to use participatory media to educate people).” Scholars will learn from ChinaVine project to try more such participatory education project.

In the Chinese perspective, more people are realized that Chinese folklore arts are so charming after they looked at ChinaVine Project. On Weibo, after looking at ChinaVine’s website, Yudi commented, “Look at how ChinaVine help to preserve Chinese folk art. It a shame for us not do it by ourselves.” ChinaVine has helped more Chinese people to realize how important it is to preserve Chinese folklore art.

Future Goals

The future plans for ChinaVine project is to launch the new website, encourage more people to participate into the new website. Keep enticing people to participate through social media, broaden ChinaVine’s influence both in U.S and China.

According to Doug, the future goal for ChinaVine are:

- Launch the new website
- Integrate new website with social media both in U.S and China.
- Integrate both formal and informal education into the system.
- Keep and build the relationship with museum and schools include people into the site.
- Make the strategic plan with ChinaVine team to think about how to build the participation.
- Start with the assessment evaluation for the project.

ChinaVine in participatory media scope

How does it fit into the participatory media?

Although the old website of ChinaVine doesn’t have function for people to

leave the comment or create dialogue online, it is also using multimedia like videos, pictures, flash, as well as games to engage audience. It is a cross-disciplinary project. By playing the games like Cloth Tiger Game, people could know better for this Chinese art form, and also learn Chinese words. Edutainment will be also used in the new website for ChinaVine. More games will be developed to embed into ChinaVine's new website.

Another participatory model that ChinaVine fits into is the online database. Both new and old version ChinaVine website can be categorized like a database. The old website is an archive for ChinaVine members. Those photos, videos, as well as blog posts preserves their field trip memory in China. As Megan Blankenship (2011), the former ChinaVine project member said ChinaVine is a repository. The content on ChinaVine is "from chronicles of travels undertaken by the ChinaVine team in the past to examine folk art in China and in bringing back these "artifacts" to share with the public (Blankenship, 2011)." It is also a database for Chinese folk art. Since one of the reasons ChinaVine exists is to preserve Chinese folk art. If the art form that ChinaVine recorded disappear, people could use this website to keep their memory.

The new website for ChinaVine will be a highly produced "expended documentary" project. It will tether to common people's real world. Besides the expert's level academic post, common people could post their own experience with Chinese culture. The post could be just a picture, or an unedited video. No matter what forms it will be, ChinaVine will preserve as a personal database that related to people's own feelings to Chinese culture. When the authority for the content of the website shifts from small identified group of people to a more widely audiences, I think it will create people's stewardship sense for the website, they will use ChinaVine as a database to store their emotions, and memories. It will encourage

people to revisit website more to build their own connections.

What makes ChinaVine special for participatory media?

One of the most important attributes that ChinaVine's new website will contribute to the landscape of participatory media is it distinguishes the different groups of participants. The new website have different levels for site admin: ChinaVine team member's login, scholars' login, and public users' login. When the new website is launched, it is hard to predict what kind of information people will participate online. Distinguish different levels of participants can make audience more easily to navigate and search the information. For example, the article that scholars post may be more likely to be used for the school's education.

Another important attribute that ChinaVine makes in the participatory media programs is its capability to test the participatory between China and Western countries' people. Since the ChinaVine project is an educational program, it will not be affected by the China's great wall on the website (Although videos that preserved on Vimeo is blocked in China), Chinese can log into the project and express their ideas freely. It will be more easily to test Chinese people's willingness to participate online.

For example, ChinaVine will hold an activity during the Chinese New Year, ask people to post their memories and their experience about Chinese New Year, it could be pictures, audios, videos, or even a sentence. ChinaVine tries to provide a platform for both Chinese and Western people to preserve their memories about Chinese New Year. Although the activity has not been started, I believe the database function of ChinaVine will preserve people's best memories about Chinese New Year. And create the dialogue between western and Chinese people.

Does ChinaVine also help build connection between its audiences?

Since ChinaVine's participatory website has not been launched, it is hard to know people's reaction by the project right now. But we could find people's reaction for the project by looking at social media. For example, on Chinese Weibo, when ChinaVine posted videos, the followers usually share the video link to their own Weibo, and their interest group, and @ ChinaVine to comment. For example, willawl commented on ChinaVine's *New Year Picture of Pingdu* video "It is so good, I've learned a lot, and I would share it to my study group." And in her study group, we could see other people shared this video to their other friends. When ChinaVine tweeted to ask people posts articles, videos, and pictures for Chinese folk art, Willawl also @her friends to forward ChinaVine's tweet, and suggests her friends to participate. In the followers of ChinaVine, there are some scholars who had already using ChinaVine as a resource to teach students. When the ChinaVine's new website is launched, I think there will be more people to use the materials on ChinaVine to educate students, and cooperate together.

Overall assessment

Question reflection

Before doing this case study, I have several questions for ChinaVine. One of them is why it update its website to a new participatory website. Professor Doug's interview best answered my question. "The goal (for ChinaVine) is not to cultivate passivity, but to cultivate participation." Through people's participation, it will test if participatory educational model is efficient. Although ChinaVine has not launched its new website, I believe the new phase will accumulate more people to learn Chinese culture formally and informally.

ChinaVine also illustrates how to encourage more people to participate into the website. Both online and offline world activities are important. For online world,

social media must be rationally used. Organization must better identified its features to find people that have the same interests on the social media, and initiative contact people individually online to ask for participation. For the offline world, take every chance to participate events, to publicize the organization and ask people to participate into the project immediately. Also, cultivate cooperation relationship with other organizations that have the same goals is also important.

In terms of my question about if the online participation model can across the culture/ language barrier, the answer is yes. ChinaVine best illustrates how it involves both English speaking community and Chinese community together. Although the direct dialogue between Chinese audience and English speaking audience has not been built, some Chinese community's articles and comments for ChinaVine has already been translated into English by ChinaVine team members to bridge the communicate with western audience. I believe that the communication through pictures, videos, and audios that participants posts for the new website will across the barrier of language.

Project assessment

The old version ChinaVine has already preserves many Chinese folk arts. It helps more and more western countries' people to understand Chinese culture and history. It provides abundant materials for bother American and Chinese teachers to educate their students about Chinese Art as well. It also connects many Chinese audiences, publicized the importance of a country's folk arts. Cultivate interests for Chinese audience to devote into preserve traditional Chinese culture.

The new website of ChinaVine will provide a more collaborative platform for all of the audiences. It will blur the boundary between audience and administrator. The ChinaVine members will work more like a facilitator to empower the public to

build their own online community. There will be no teachers or students. Everyone can work as other's teacher through the participation. This new website works as a laboratory to test the possibility for education by using participatory method. It will become an asset for art education.

References

Blankenship, M. (2011). ChinaVine: Identity and Interpretive Priorities. *CultureWork*, 15(03). Retrieved in Nov. 22th, 2011 from <http://culturework.uoregon.edu/2011/07/01/june-2010-vol-15-no-3---chinavine-org-student-engagement-in-the-interpretive-and-planning-process/3/>

Linder, M (2011).ChinaVine.org: Preparing Materials for Posting. *Culturework*, 15(03). Retrieved in Nov. 23th, 2011 from <http://culturework.uoregon.edu/2011/07/01/june-2010-vol-15-no-3---chinavine-org-student-engagement-in-the-interpretive-and-planning-process/4/>

Valladares, T (2011). ChinaVine.org: Imagining Inter activity. *Culturework*, 15(03). Retrieved in Nov. 23th, 2011 from <http://culturework.uoregon.edu/2011/07/01/june-2010-vol-15-no-3---chinavine-org-student-engagement-in-the-interpretive-and-planning-process/5/>

Vine Online. (2011). *Integrating ChinaVine into the Classroom*. Retrieved in Nov. 23th, 2011 from <http://aaablogs.uoregon.edu/vineonline/page/3/>

Vine Online. (n.d). *Who We Are*. Retrieved in Nov.20th, 2011 from <http://aaablogs.uoregon.edu/vineonline/who-we-are/>

Appendix 1—ChinaVine social media advertisement.

Emily Hope Dobkin
October 26, 2011 at 9:53 am
Hello everyone,

I am currently part of the ChinaVine team and want to make sure you are aware of the exciting news surrounding our recent trips to China, as well as the related work currently happening here in the U.S. For those unfamiliar, ChinaVine is a collaborative project among universities and organizations both in America and China whose mission is to educate English-speaking children, youth, and adults about the material and intangible culture of China.

I would like encourage you all to take a moment to explore and “like”/”follow” us on our various social media outlets:

Blog: <http://aaablogs.uoregon.edu/vineonline>

Facebook: <http://www.facebook.com/ChinaVine>

Twitter: <http://twitter.com/ChinaVine>

Vimeo: <http://vimeo.com/channels/ChinaVine>

Soundcloud: <http://soundcloud.com/ChinaVine>

Flickr: <http://www.flickr.com/photos/vineonline/>

Our current website is <http://www.ChinaVine.org/>, and we are eagerly awaiting the launch of our re-designed website, so stay tuned for that!

Also, please note that tomorrow (October 26th) Professors Doug Blandy and John Fenn will be presenting on this past summer’s ChinaVine field school at the Jordan Schnitzer Museum of Art from 5:30-7:00 PM in the Ford Lecture Hall. They will be presenting among other UO faculty, staff, and students on UO programs in China; please join us and learn about their experiences exploring folk art in today’s China.

Appendix 2 ChinaVine partners

Primary academic partners (US): Provide grant, in-kind support, expertise and human resource.

- University of Central Florida (College of Arts and Humanities, Center for Humanities and Digital Research, UCF Special Collections, Honors College)
- University of Oregon (Arts and Administration Program, Center for Community Arts and Cultural Policy, Confucius Institute, Center for Asian and Pacific Studies, Jordan Schnitzer Museum of Art, Interactive Media Group, International Programs, School of Architecture and Allied Arts Web Services)

Primary partners (PRC): Help to make fieldwork arrangement, contact with Chinese artists, and contribute knowledge of Chinese culture.

- Shandong University of Art and Design and Folk Art Research Institute
- Beijing Normal University

Other Academic Partners (US): Scholars or students contribute to the content on the website.

- University of Maine
- The Ohio State University
- University of Illinois
- New York University

Other partners in U.S.: Provide professional expertise and grant support for ChinaVine project.

- Library of Congress
- International Research in Art and Sustainability (IRASUS)
- South Arts
- Creative Commons
- American Folklore Society
- International Society for Education Through Art
- United States Society for Education Through Art
- National Art Education Association
- National Network for Folk Arts in Education

Other partners in China: Help to arrange the fieldwork and contribute to the knowledge for the website.

- Chinese Folk Literature and Art Association
- Beijing Folk Literature and Art Association
- Chinese Festival Cultural Organization
- Guizhou Musicians Association
- China Conservatory of Music