This article discusses how to use the resources of the Grand Canal Museum to enrich the content of international Chinese education and improve teaching effectiveness. With the acceleration of globalization, international Chinese education has become an important bridge for promoting cultural exchanges between China and foreign countries. As an important cultural heritage in ancient China, the Grand Canal has rich resources along its route that are of unique value for international Chinese education. The Confucius Institute at the University of the West Indies Mona Campus, referred to as “UWI Confucius Institute”, is the only Confucius Institute in Jamaica and is committed to promoting Chinese language education and Chinese culture. This article proposes teaching suggestions by analyzing the current application status, expectations, and practical effects of the Grand Canal Museum resources in the UWI Confucius Institute.

The study found that although the teachers of the Confucius Institute at the University of Western Australia recognized the value of the resources of the Grand Canal Museum, there were limitations in their application. Through classroom observation and student surveys, it was found that teachers rarely explained the culture of the Grand Canal in depth, while students showed great interest in it. Therefore, this article proposes the application of canal culture, intangible cultural heritage resources, and archaeological discovery resources, and designs teaching plans based on actual conditions. Through online visits to the Grand Canal Museum and other forms, students can intuitively experience the charm of the Grand Canal culture.

Practice has shown that the introduction of resources from the Grand Canal Museum has effectively stimulated students’ interest in learning and improved teaching effectiveness. However, issues such as network fluctuations, difficulty in understanding professional vocabulary, and insufficient student interaction still need to be addressed. In response, this article proposes deepening the exploration of teaching materials resources, optimizing online services, strengthening cooperation between museums and schools, and increasing practical links, in order to contribute to the international dissemination of the Grand Canal culture and the development of international Chinese education.

This article emphasizes the important role of the Grand Canal Museum resources in international Chinese education, and calls on teachers to strengthen cooperation and communication, innovate teaching methods, and let the Grand Canal culture shine on the international stage.

**Keywords:** Grand Canal Museum; International Chinese Education; Cultural Teaching.
la educación china internacional se ha convertido en un puente importante para promover los intercambios culturales entre China y países extranjeros. Como importante patrimonio cultural de la antigua China, el Gran Canal tiene ricos recursos a lo largo de su recorrido que tienen un valor único para la educación china internacional. El Instituto Confucio del Campus Mona de la Universidad de las Indias Occidentales, denominado “Instituto Confucio de la UWI”, es el único Instituto Confucio en Jamaica y está comprometido a promover la educación del idioma chino y la cultura china. Este artículo propone sugerencias didácticas mediante el análisis del estado actual de la solicitud, las expectativas y los efectos prácticos de los recursos del Museo del Gran Canal en el Instituto Confucio de la UWI.

El estudio encontró que aunque los profesores del Instituto Confucio de la Universidad de Australia Occidental reconocían el valor de los recursos del Museo del Gran Canal, existían limitaciones en su aplicación. A través de observaciones en el aula y encuestas a los estudiantes, se descubrió que los profesores rara vez explicaban en profundidad la cultura del Gran Canal, mientras que los estudiantes mostraban un gran interés en ella. Por ello, este artículo propone la aplicación de la cultura canal, los recursos del patrimonio cultural inmaterial y los recursos de descubrimiento arqueológico, y diseñar planes de enseñanza basados en las condiciones reales. A través de visitas en línea al Museo del Gran Canal y otras formas, los estudiantes pueden experimentar intuitivamente el encanto de la cultura del Gran Canal.

La práctica ha demostrado que la introducción de recursos del Museo del Gran Canal ha estimulado eficazmente el interés de los estudiantes por el aprendizaje y ha mejorado la eficacia de la enseñanza. Sin embargo, aún es necesario abordar cuestiones como las fluctuaciones de la red, la dificultad para comprender el vocabulario profesional y la interacción insuficiente de los estudiantes. En respuesta, este artículo propone profundizar la exploración de recursos materiales didácticos, optimizar los servicios en línea, fortalecer la cooperación entre museos y escuelas e incrementar los vínculos prácticos, con el fin de contribuir a la difusión internacional de la cultura del Gran Canal y al desarrollo de la educación china internacional.

Este artículo enfatiza el importante papel de los recursos del Museo del Gran Canal en la educación china internacional y pide a los docentes que fortalezcan la cooperación y la comunicación, innoven los métodos de enseñanza y dejen que la cultura del Gran Canal brille en el escenario internacional.

Palabras clave: Museo del Gran Coronel; Educación Internacional sobre Enfermedades; Enseñanza de Spinning.

INTRODUCTION

With the deepening development of globalization and the increasing frequency of international exchanges, international Chinese education, as an important bridge to promote cultural exchanges and understanding between China and foreign countries, has received more and more attention. In this process, how to effectively integrate the rich connotation of Chinese culture into international Chinese education and improve teaching effectiveness has become a topic worthy of in-depth discussion. Shi Xiaozhu, Wan Hedda & Bai Chenyu, 2024.

The Grand Canal, as an important transportation artery and cultural exchange link in ancient China, has accumulated rich cultural heritage along its route. These valuable resources have unique value and significance for international Chinese education.

As an important platform for displaying the rich cultural heritage along the Grand Canal, the Grand Canal Museum has rich cultural relics and unique exhibition forms, providing valuable teaching materials for international Chinese education. (Li Dongwei & Cui Can, 2024). By using the resources of the Grand Canal Museum, not only can it visibly demonstrate the profundity of Chinese culture, but also help students gain a deeper understanding of the connotation of Chinese history and culture, and enhance their intercultural communication skills.

In recent years, the combination of museums and education has become increasingly close, and museums have become important educational resources. The Grand Canal Museum provides new teaching scenarios and methods for international Chinese education through its rich exhibits and interactive experiences. However, in practical international Chinese education, there are still some challenges and problems in effectively utilizing the resources of the Grand Canal Museum and playing its role in teaching. On the one hand, due to geographical location, time and other factors, many international students have difficulty visiting the Grand Canal Museum in person, which limits their opportunities to contact and understand these valuable resources. On the other hand, even if there is a chance to visit, how to effectively integrate these resources into teaching and improve teaching effectiveness is also a problem that needs to be solved.

The Confucius Institute at the University of the West Indies (UWI) Mona Campus, established in July 2010, is a collaborative effort between Taiyuan University of Technology and the University of the West Indies (UWI) Mona Campus. It is currently the only Confucius Institute in Jamaica and the first in the English-speaking...
Caribbean. After more than a decade of development, the enthusiasm of Jamaicans to learn Chinese has been on the rise, and the attention of all sectors in Jamaica to the Confucius Institute and the Chinese culture it promotes has also been increasing.

This article aims to explore the application of the resources of the Grand Canal Museum in the cultural teaching of the Confucius Institute at the University of Western Australia. By analyzing the current situation of the Grand Canal Museum resources, the teaching application expectations and practical effects, we propose targeted teaching suggestions, in order to contribute to the international dissemination of the Grand Canal culture and the development of international Chinese education. By deeply exploring the resources of the Grand Canal Museum and combining with the needs and interests of international students, we hope to revitalize the Grand Canal culture and further promote the international exchange and dissemination of Chinese culture.

The application value of the grand canal museum resources in international chinese education

**Application characteristics of canal cultural resources**

**Canal history changes**

The Grand Canal Museum, as a concentrated display of canal culture, provides valuable teaching materials for international Chinese education with its rich collection resources. For example, by displaying precious cultural relics such as the “Emperor Yang of the Sui Dynasty’s Tour Map”, students can intuitively understand the historical background of the construction of the Grand Canal. At the same time, combined with charts such as the “Beijing-Hangzhou Grand Canal Diagram”, students can deeply understand the important position and role of the canal in Chinese history. (Li Hanqiang & Zhao Cuiyang, 2023).

Chinese teachers can combine these examples of historical changes to guide students to learn relevant historical vocabulary and cultural knowledge, such as “canal”, “water transport”, “Beijing-Hangzhou Grand Canal”, etc., to help students build a complete historical cognitive framework.

**Cultural features along the canal**

The areas along the Grand Canal have rich cultural characteristics. The Grand Canal Museum can showcase the garden culture of Suzhou through thematic exhibitions such as the “Suzhou Garden Exhibition”, and students can appreciate the unique charm of Suzhou gardens by displaying garden models, pictures, and related cultural relics such as the model of the “Zhuozheng Garden” and the stone carvings in the garden. Similarly, through the “Yangzhou Salt Merchant Culture Exhibition”, which displays residential models, commercial contracts, and other cultural relics of Yangzhou salt merchants, students can understand the prosperity of Yangzhou salt merchant culture. Chinese teachers can use these exhibition contents to guide students to learn cultural characteristics vocabulary and expressions from various regions, such as “garden”, “salt merchant”, “West Lake”, etc., while combining local folk customs and historical culture to deepen students’ understanding and respect for China’s diverse culture.

**Canal shipping and trade**

As an important transportation artery in ancient China, the Grand Canal has had a profound impact on economic development and cultural exchanges through its shipping and trade activities. (Wu Qiong & Zhao Huahua, 2023). The Grand Canal Museum can showcase models of docks, replicas of ancient ships, and models of goods along the canal, as well as other physical and photographic materials such as “models of Qing Dynasty canal docks” and “replicas of Song Dynasty cargo ships”, to help students understand the history and current status of canal shipping and trade. Chinese teachers can combine these elements to guide students in learning relevant economic vocabulary and trade knowledge, such as “dock”, “ship”, “trade”, etc., while also guiding students to consider the impact of canal shipping and trade on China’s economy and culture.

**Application of intangible cultural heritage resources along the canal**

**Symbol and skills of traditional handicrafts**

The areas along the Grand Canal have many traditional handicrafts, such as embroidery, paper cutting, clay sculpture, etc. These handicrafts not only have superb skills, but also contain profound cultural connotations. For example, the patterns in embroidery often symbolize good luck, longevity and health, reflecting people’s yearning and pursuit of a better life. Chinese teachers can show these handicrafts to students to observe their exquisite craftsmanship and unique cultural connotations. (Ding Anqi, Zhang Yang & Lan Yunshi, 2023).

At the same time, handicraftsmen can be invited to give live demonstrations to let students understand the production process and skill inheritance of traditional handicrafts. This not only helps students understand the cultural value of intangible cultural heritage resources, but also stimulates their interest in traditional Chinese culture.

**The charm of local opera and performing arts**

Local operas and performing arts in areas along the Grand Canal are also important components of intangible
cultural heritage resources, such as Peking Opera and Kun Opera. These operas and performing arts not only have unique artistic styles, but also serve as important carriers of local history and culture. Chinese language teachers can organize students to watch videos or live performances of these operas and performing arts, allowing students to experience the charm of traditional Chinese art. At the same time, they can guide students to learn and try to perform some simple opera movements or vocal styles, allowing them to deepen their understanding of traditional Chinese culture through personal experience.

The inheritance of traditional festivals and folk culture

The traditional festivals and folk culture along the Grand Canal are also important manifestations of intangible cultural heritage resources, such as the Spring Festival, the Dragon Boat Festival, and the Mid-Autumn Festival. These festivals and folk culture not only have rich forms of activities, but also contain profound national spirit and cultural connotations. Chinese language teachers can design interesting and cultural teaching activities based on these traditional festivals and folk culture (Yao Mengqing, 2017). For example, students can learn about and experience the customs of pasting couplets and setting off firecrackers during the Spring Festival, or learn and make Zongzi during the Dragon Boat Festival. Through these activities, students can not only more intuitively understand China's traditional festivals and folk culture, but also feel the profoundness of Chinese culture through personal experience.

Application of Canal Archaeological Discoveries

The Grand Canal Museum in China has collected a large number of unearthed cultural relics, including porcelain, bronze wares, and exquisite jade articles, which have witnessed the prosperity and history of the Grand Canal. (Tian Tian, 2021). The following are some representative cultural relic resources that Chinese teachers can use to stimulate students' interest in learning, combined with the excellent traditional culture of the Chinese nation.

The artistic charm of porcelain

The Grand Canal Museum in China has collected many exquisite porcelain pieces, with profound cultural connotations in the patterns and designs on them. For example, the common lotus pattern on porcelain symbolizes purity and elegance, which is a reflection of Buddhist culture. Chinese language teachers can show these porcelain pieces to students, allowing them to observe and describe the characteristics of their patterns, further exploring the cultural meanings behind the patterns, and thus understanding the profoundness of Chinese culture.

Historical heritage of bronze wares

The museum also has a rich collection of bronze wares, which record the historical heritage and craftsmanship of the Grand Canal region and even the entire Chinese civilization. (Lu Jianming, 2023). Language teachers can choose classic shapes such as tripods, cups, and bowls to help students understand the ritual system, religious beliefs, and daily life of ancient society. At the same time, through the inscriptions and patterns on the bronze wares, students are guided to explore the cultural genes and spiritual pursuit of the Chinese nation.

Exquisite jade and carving techniques

The Grand Canal Museum of China also displays a large number of exquisite jade articles, which are famous for their delicate texture and exquisite craftsmanship. Teachers can introduce ancient jade culture and carving techniques to students through these jade resources, allowing students to experience the extraordinary achievements of the Chinese nation in arts and crafts. At the same time, by exploring the production process and symbolic significance of jade articles, students are guided to think about the integration and innovation of traditional craftsmanship and modern design.

When using these cultural relic resources for teaching, teachers should deeply explore the cultural connotations behind the relics, and design rich and diverse teaching activities based on students’ interests and actual situations. For example, teachers can organize students to engage in activities such as cultural relic appreciation and historical story interpretation, allowing students to learn in a relaxed and enjoyable atmosphere and gain a deeper understanding of Chinese culture. (Zhang Wei & Shang Feifei, 2023). At the same time, teachers should also encourage students to actively think and discuss, cultivating their understanding ability and cultural literacy.

Through the above content, we can see the great potential of the cultural relic resources of the Grand Canal Museum of China in teaching. These precious cultural relics not only witness the history and culture of the Chinese nation, but also provide vivid and rich teaching materials for teaching.
Application of grand canal museum resources in the Confucius Institute at The University Of Western Australia

The following is a teaching plan designed by the author for second-year students at the Confucius Institute at the University of Western Sydney. The aim is to provide students with a profound experience and understanding of the profound and extensive Chinese culture through the rich resources of the Grand Canal Museum.

Teaching design

**[Teaching target]** Grade 2 students who have passed HSK Level 3

**[Teaching Hours]** 2 hours and 100 minutes

**[Teaching Content]** Exploration of the Grand Canal Culture

**[Teaching Objectives]**

1. Deeply understand the historical and cultural value of the Grand Canal, and be able to conduct simple discussions and exchanges.
2. Through appreciating and discussing the cultural relics unearthed from the Grand Canal, such as the “Bronze Beast”, “Iron Bull”, and “Model of a Song Dynasty Merchant Ship”, we can feel the exquisite craftsmanship of ancient craftsmen and the unique charm of Chinese culture.
3. Through online visits to the Grand Canal Museum and group collaboration, students’ interest in the Grand Canal culture is stimulated, and their language communication skills and teamwork abilities are improved.

**[Key and difficult points in teaching]**

1. Appreciate and understand the artistic beauty and historical value of the unearthed cultural relics of the Grand Canal.
2. Be able to use the learned vocabulary and sentence patterns to conduct simple oral communication and written expression on the Grand Canal culture.

**[Teaching links and steps]**

1. Preparation before class: Play the promotional video of the Grand Canal Museum to stimulate students’ curiosity about the Grand Canal. Prepare relevant materials and pictures of the Grand Canal and unearthed cultural relics for students to refer to and discuss during class.
2. Teaching process

   **Introduction to the new lesson**
   The teacher briefly reviewed the previous lesson’s study of the “Overview of the Grand Canal Culture” and asked students about the basic knowledge of the Grand Canal.

   This section introduces the theme of this lesson: visiting the Grand Canal Museum online, with a focus on appreciating cultural relics such as the “Bronze Beast”, “Iron Bull”, and “Song Dynasty Merchant Ship Model”.

   **New lesson learning**
   The teacher shows the PPT: First, let’s learn some new vocabulary related to the culture of the Grand Canal. Please read after me... The teacher reads and the students read after him.

   PPT displays new words, which are difficult for students to understand. (Supplementary English annotations, pinyin, and pictures):
   - Canal, Ancient Ruins, Cultural Relic.

   Teacher: In ancient times, the Grand Canal was not only an important water transportation artery, but also an important place for cultural exchange and integration. Today, we will explore the rich history and culture of the Grand Canal through the exhibits of the Grand Canal Museum.

   Assignment: Please visit the exhibits of the Grand Canal Museum independently, especially those related to canal culture and history. Carefully observe the appearance and characteristics of various exhibits, and try to understand their stories behind them. After viewing, please share your feelings and discoveries.

   Showcase the characteristic exhibits of the Grand Canal Museum, such as “Bronze Beast” and “Iron Bull”

   Teacher: Now please divide into groups, and each group will choose a cultural relic for in-depth study. Later we will present and discuss it.

   Students discuss in groups, and the teacher participates in guiding each group.
Student C, representing the first group, took the stage: Our group chose the “Bronze-seated Beast”. It resembles a wild beast, but has many decorative features on its body, giving it a powerful appearance. This is a very beautiful artifact, with a unique shape and exquisite craftsmanship that reflects the superb skills of ancient craftsmen.

Teacher: Good! Do any other groups have any questions or comments?

Student D: I want to ask, what was the specific role of the “bronze beast” in ancient society?

Student C: As we understand, the “bronze beast” symbolizes the supreme power of the imperial authority.

Teacher: The bronze beast is a distinctive cultural relic from the Jin Dynasty. It is usually exquisitely shaped, with a raised head and closed mouth, and holds a copper bead in its mouth. It is often used as a royal item, appearing in the vehicles or palace decorations of the emperor, symbolizing the supremacy of ancient imperial power.

Student E, representing the second group, took the stage: Our group chose “Iron Ox”. The ox symbolizes diligence and strength. In ancient times, iron oxen were often placed by rivers or under bridges as a water-stopping device, symbolizing the suppression of floods and the protection of the people’s safety.

Teacher: Do you know why the iron ox can be used as a water-control object?

Student F: The iron ox is very heavy.

Teacher: In traditional Chinese culture, the ox is regarded as a symbol of diligence and steadiness, and is also closely associated with the soil and farming culture. Therefore, the cast iron ox is placed on the river bank to symbolize the prevention of floods and the conquest of water disasters. In some cases, the iron ox not only serves as a water-retaining object, but also has practical functions such as fixing cable bridges. For example, at the Pujin Ferry site on the Yellow River, the iron ox was used as an anchor point to pull the iron cable pontoon across the river. This combination of practical function and symbolic meaning further strengthens the role of
the iron ox in water control.

Teacher: The Grand Canal Museum has collected many precious cultural relics related to the Grand Canal. Taking the model of a Song Dynasty merchant ship as an example, we can see the important position and influence of the Grand Canal in history.

![Figure 3. The Grand Canal](image)

Teacher: What’s your first impression of this model ship? Tell me its features and details.

Student: It looks very exquisite, with a slender hull and tall sails, as if I can feel its elegant style of sailing on the canal.

Teacher: This model of a boat is based on a real canal boat in history, which shows the prosperity of ancient canal shipping. The Grand Canal, as an important transportation artery in ancient times, carried a large amount of cargo transportation and cultural exchanges.

Task: Please visit the official website of the Grand Canal Museum and browse the Canal Boats section of the special exhibition to see more ship models and historical pictures.

Teacher: Please share your impressions and knowledge about the ancient canal ships.

Student: The design of ancient ships was really ingenious. They could not only navigate flexibly in canals, but also carry a large amount of goods.

Teacher: Indeed, the design and manufacture of ancient canal ships reflected the wisdom and ingenuity of ancient people. It was such large ships that carried people and goods to and from the canal. They were witnesses to the prosperity of the Grand Canal and important carriers of ancient cultural and economic exchanges.

Teacher: We have learned many idioms, such as “one horse leads the way” and “devoted to one thing”. Do you know any idioms related to “boat”? Please discuss in groups and tell us the story of “boat”.

Student answers

Course end and assignment arrangement

The teacher summarized the content learned in this lesson and emphasized the unique charm and historical value of the Grand Canal culture.

Assign homework: Students are encouraged to continue browsing the official website of the Grand Canal Museum to gain a deeper understanding of the historical and cultural knowledge behind the three artifacts, and to select one of them and write a brief introduction or reflection. Students are reminded to send their homework to the teacher via Messenger so that the teacher can provide timely feedback and corrections.

[Teaching Reflection]

This lesson allows students to gain a more intuitive understanding of the historical and cultural value of the Grand Canal through online visits to the Grand Canal Museum and group collaboration. At the same time, by appreciating and discussing unearthed cultural relics, it stimulates students’ interest and love for Chinese culture. At the same time, by writing introductions or reflections, students can also exercise their Chinese writing and expression skills.

Analysis of the application effect of the Grand Canal Museum resources in the Confucius Institute at the University of the Western Australia

Teaching feedback

The introduction of the rich resources of the Grand Canal Museum into the cultural teaching of the Confucius

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Institute at the University of Western Australia has recently achieved remarkable results. Students have shown great enthusiasm and participation in this innovative teaching method, which is undoubtedly a great affirmation of teaching exploration.

Specifically, during the teaching process, when the “Bronze Beast” - a cultural relic full of historical significance - was displayed in front of the students, they were deeply attracted by its unique design and craftsmanship. This cultural relic seems to have become a bridge between the past and the present, allowing students to glimpse into the style of ancient society through it. Students eagerly asked questions, hoping to gain a deeper understanding of the historical stories and cultural heritage behind this cultural relic. Through the teacher’s detailed interpretation, students gradually understood that the “Bronze Beast” is not just a work of art, but also a vivid embodiment of ancient Chinese architectural culture and etiquette culture, as well as a condensation of the wisdom and ingenuity of ancient craftsmen. Similarly, when introducing the “Iron Ox” cultural relic of the Grand Canal, it was combined with the outstanding water conservancy project of the Grand Canal to paint a magnificent picture of ancient water conservancy construction for students. In this process, students not only learned about the important position and role of the “Iron Ox” in ancient society, but also gained a deeper understanding and perception of the history and cultural connotation of the Grand Canal through this cultural relic. (Huang Yaqi, 2023). It can be said that through the introduction of resources from the Grand Canal Museum, cultural teaching has become more vivid and interesting. Students learned a wealth of knowledge in a relaxed and enjoyable atmosphere, while also being deeply attracted by the profundity of Chinese culture.

**Institutional teaching**

Although the teaching effect is remarkable, there are also some shortcomings.

Firstly, due to the fluctuation and instability of the online environment, some students encounter considerable difficulties when searching online and finding information. Network delays, disconnections, and other issues not only interrupt students’ learning pace, but also affect their learning enthusiasm and effectiveness to a certain extent. (Lai Meirong, 2023). This issue reminds us that in future teaching, we must pay more attention to the stability and smoothness of online services to ensure that every student can have a good learning experience.

Secondly, due to the professionalism and depth of the Grand Canal culture, some specialized vocabulary may appear to be unfamiliar and difficult for students to understand. (Su Xiaoting, 2023). This has led to some students making biased or misunderstandings when understanding the cultural connotations behind cultural relics. In order to solve this problem, it is necessary to strengthen the explanation and popularization of specialized vocabulary in future teaching, or adopt more understandable and easy-to-understand expressions to help students better understand and grasp relevant knowledge.

Finally, although students have shown positive attitudes towards learning in the classroom, interaction and communication outside the classroom still seem insufficient. (Wang Yueyan, 2023). Students lack opportunities for in-depth discussion and sharing, which undoubtedly limits their deeper understanding and exploration of the Grand Canal culture. Therefore, it is necessary to consider how to incorporate more interactive elements into the teaching process to promote communication and reflection among students.

**Teaching Summary**

Overall, the resources of the Grand Canal Museum played a pivotal role in the cultural teaching of the Confucius Institute at the University of Western Australia. With its unique charm and rich cultural connotations, it successfully attracted students’ attention and interest. (Xu Lili, 2023). Through diverse display methods and creative interactive sessions, students not only learned valuable knowledge, but also subtly felt the profound heritage and unique charm of the Grand Canal culture. However, it is also necessary to face up to the problems and deficiencies in teaching. From the stability of network services to the interpretation of professional vocabulary, to the interaction between students, every link deserves in-depth reflection and improvement. (Ji Shuang, 2023). Only in this way can we ensure that every student can truly learn knowledge and feel the charm of culture in a relaxed and enjoyable atmosphere.

**Teaching Suggestions**

Based on the above analysis, I would like to propose the following suggestions for your reference:

1. Continuous optimization of online services: In view of the impact of network problems on teaching effectiveness, it is recommended that the college strengthen the construction of online services, especially optimize online teaching resource platforms. (Zhang Yuge, 2023). For example, a learning APP or online course platform for the Grand Canal culture specifically for international students can be developed. Such a platform should have diversified functions such as high-definition cultural relic image display, video explanation, interactive Q&A, etc., aiming to improve students’ learning experience and interest. Reducing learning difficulty through technological means can make the Grand Canal culture
more closely related to students’ life and learning.

2. Deep excavation of teaching materials resources: Teachers should combine the content of the Grand Canal Museum in existing cultural teaching materials to further excavate and organize the historical stories and cultural connotations behind the cultural relics. (Bai Shuo, 2018). By providing students with richer and more specific learning materials, they can help them build a complete and vivid historical and cultural picture. This can not only enhance students’ interest in learning, but also promote them to understand and appreciate the Grand Canal culture more deeply.

3. Museum-University Collaboration and Curriculum Development: To further enrich the teaching content and enhance the quality of teaching, it is recommended that the Grand Canal Museum and the Confucius Institute at UIBE strengthen their collaboration and jointly develop online courses on the Grand Canal culture. The two parties can collaborate closely through professional training, exchange and discussion, and instructional design to create a curriculum system that meets the needs and interests of international students. (Zhou Yu, 2022). At the same time, experts or scholars from the museum are invited to conduct online lectures or seminars, which will provide students with more authoritative and professional guidance, thus broadening their horizons and knowledge.

CONCLUSION

In the context of globalization, international Chinese education, as an important carrier to promote Chinese culture to the world, has become increasingly significant. (Zhang Sitong, 2022). Through in-depth exploration and practice of the application of the resources of the Grand Canal Museum in the cultural teaching of the Confucius Institute at the University of Western Australia, we have gained a deeper understanding of its unique value and great potential in international Chinese education.

The Grand Canal, an ancient waterway, not only witnessed the glorious history of the Chinese nation for thousands of years, but also carried a rich and colorful cultural heritage. These valuable resources are like historical treasure houses, providing vivid historical materials and building a solid bridge for connecting Chinese and foreign cultural exchanges. (Liu Runnan, 2021). Through the effective use of the Grand Canal Museum resources, these precious cultural heritage can be displayed to international students in a more intuitive and vivid way, allowing them to deeply feel the profundity of Chinese culture in the process of appreciating cultural relics and understanding history.

During the teaching process, it is gratifying to see that students not only increase their knowledge through online visits to the Grand Canal Museum, appreciation and discussion of precious cultural relics, but also improve their language communication skills and teamwork abilities through interaction. (Ji Hua, 2020). This interactive learning method not only stimulates students’ strong interest in Chinese culture, but also allows them to have a deeper understanding of China’s history and culture. At the same time, through the guidance of teachers and the active participation of students, the unique charm of the Grand Canal culture is fully displayed, allowing Chinese culture to shine with new brilliance on the international stage.

However, there are also some challenges and problems in practical teaching. The fluctuation of the online environment, the difficulty in understanding professional vocabulary, and the lack of interaction and communication among students have all put higher demands on teaching work. In order to overcome these difficulties, targeted teaching suggestions have been proposed. (Gao Xiang, 2021). For example, strengthening the stability and fluency of the online environment, optimizing online teaching resource platforms; strengthening the explanation and popularization of professional vocabulary, adopting more understandable expression methods; encouraging interaction and communication among students, organizing more group discussions and presentation activities, etc. These suggestions aim to contribute more to the international dissemination of the Grand Canal culture and the development of international Chinese education.

Looking ahead, we hope that more Chinese language teachers will actively strengthen cooperation and exchanges with the Grand Canal Museum, deeply explore and utilize these precious cultural resources, and bring students richer, more diverse and in-depth learning experiences through innovative teaching methods and means. (Zheng Jing, 2021). At the same time, we also hope that students can better understand and appreciate the unique charm and profound heritage of Chinese culture through learning about the Grand Canal culture, so as to improve their cross-cultural communication skills while becoming active practitioners and promoters of the dissemination of Chinese culture, and jointly contribute their youthful energy to the inheritance and development of Chinese culture.

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