

# BI-WEEKLY NEWS



December 6, 2022 ~ December 24, 2022

## In this issue:

- School Visit (Field Research-Kaohsiung-Guang-Rong Elementary)
- School Visit (Field Research-Miaoli-Xin-Gang Elementary & Junior High)
- Cultural Tour (National Palace Museum)
- Cultural Tour (National Taiwan Science Education Center)
- Cultural Tour (Hakka Tile House)
- School Visit (Field Research-Hsinchu-Feng Tien Elementary)
- Panel Discussion (Sheraton Hsinchu)
- School Visit (Field Research-Hsinchu-National Chutung Senior)
- School Visit (Field Research-Miaoli-Houlong Elementary)
- Cultural Tour (Dahu hot spring resort)
- Cultural Tour (Miaoli Maker Education and Technology Center)
- Return to the U.S.

## Project SEED

Project SEED (Research on Social Justice, Education Equity and Diversity through the Lens of Taiwan's National Civic Literacy and Efficacy Initiative) is a multicultural collaborative effort focused on generating knowledge on the development of civic knowledge/skills, attitude toward civic literacy and efficacy in Taiwan for research and development of civic engagement in language, social science and science learning.

### School Visit (Field Research in Kaohsiung City: Guang-Rong Elementary School)

Our sixth field research was on December 9th at Kaohsiung City Guang-Rong Elementary School. We observed a 4th grade bilingual physical education class. After, we conducted 4 focus group interviews consisting of: 1 principal and 1 director; 2 teachers; 2 parents; 6 students.



### School Visit (Field Research in Miaoli: Xin-Gang Elementary & Junior High School)

Our sixth field research was on December 12th in Miaoli at Xin-Gang Elementary & Junior High School. In the morning, we interviewed a group of 2 directors and a group of teachers from the junior high. After lunch, we conducted 6 focus group interviews. The groups were of: 2 parents of junior high students, 5 junior high students, 2 elementary school teachers, 2 elementary school directors, 2 parents of elementary school students, and 6 elementary school students.



## Cultural Tour (National Palace Museum)

In the morning of December 13th, we visited the National Palace Museum. We did a self-guided tour using a headset and an audio player to learn more about pieces at the museum. We learned about how bronze was used as vessels for food, wine, and water, musical instruments, and weapons from as early as circa 16th B.C.E. to 3rd century C.E. We learned about jade—its importance and perception throughout different periods and within different cultures, uses (e.g., source of divine wisdom, decoration, vessels), shapes (e.g., discs, carvings). We also saw wall length paintings, calligraphy pieces, rare books, and historical documents.



## Cultural Tour (National Taiwan Science Education Center)

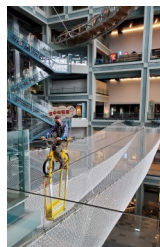
After lunch on December 13th, we visited the National Taiwan Science Education Center. We first met with the director then went on a guided tour of the following exhibits: “Design Our World”, “Environmental Discovery Zone”, “Tinkering Workshop”, and “Homing: A Planet of Hope, A Planet for All”. Notably, the purpose of the “Tinkering Workshop” was to allow students to take the role of active learners and teachers to take the role of facilitators. Workshop activities (e.g., Happy City, “Wind Tubes”, “Marble Machines”, and “Chain Reaction”) encouraged students to work together to develop solutions to the questions/issues posed by the selected activity. At the end of our tour, Dr. Smith rode on the sky cycle.



Design Our World



Tinkering Workshop





## Cultural Tour (Hakka Tile House)

After visiting the National Taiwan Science Education Center, we headed to the Hakka Tile House in Hsinchu. We saw what a traditional Hakka building looked like and gained some insight into Hakka culture, particularly their lifestyle.



## School Visit (Field Research in Hsinchu: Feng Tien Elementary School)

Our seventh field research was on December 14th at Feng Tien Elementary School in Hsinchu. We observed a 6th grade English immersion class covering the topic of pollution. We interviewed 1 principal, 2 teachers, 2 parents, and 3 students. After conducting focus group interviews, we enjoyed performances by the students, danced along, and participated in a teamwork activity with the students.



## Panel Discussion (Sheraton Hsinchu)

Later in the afternoon of December 14th, we participated in an informal panel discussion with professors from Ming Chuan University (Dr. Tang & Dr. Yin) and National Tsinghua University (Dr. Chien). Some of the topics discussed were perceptions related to education in different parts of Taiwan, teacher training, and teaching principles.

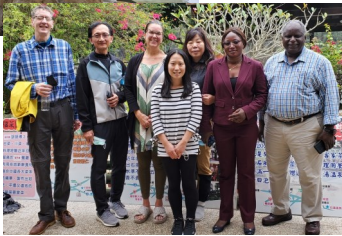
## School Visit (Field Research in Hsinchu: National Chutung Senior High School)

Our eighth field research was on December 15th at National Chutung Senior High School. We observed a class where students gave presentations social and environmental issues. After observing the class, the principal showed us a classroom with weaving looms and pointed out that weaving a Hakka piece was an expectation upon graduation. We conducted 4 focus group interviews; the groups were of: 2 principals and 1 director, 3 teachers, 3 parents, 10 students.



## School Visit (Field Research in Miaoli: Houlong Elementary School)

Our ninth (and last) field research was in the afternoon of December 15th at Houlong Elementary School. We observed a class covering a lesson on social emotional learning. We also conducted 4 focus group interviews; the groups were of: 2 directors, 2 teachers, 2 parents, 5 students.



## Cultural Tour (Hot spring resort in Dahu)

On December 16th, we visited a hot spring resort in Dahu. Dahu, located about 17 miles southeast of Miaoli, is also famous for strawberries and farms with pick-your-own strawberries. Besides the private hot spring rooms, the public area of the resort had three sections—each with a different water temperature.

## Cultural Tour (Miaoli Maker Education & Technology Center)

In the afternoon, we visited the 3D printing classroom at the Miaoli Maker Education and Technology Center. We saw how a CO2 laser cutter and engraver cut parts of wooden pieces (parts to make a wooden desk and chair). After we assembled the desk and the chair, we used the machine to engrave words/designs on our desk.



## Return to the U.S.

The week of December 19-24, we had a farewell dinner with our host country directors and their research associates, packed, and took the high speed rail to the Taiwan airport for our flight back to the United States.

## Closing

During the trip, we visited and observed ten K-12 schools and had the chance to interview 7 principals, 21 school administrators, 22 teachers, 52 students, and 19 student parents. Through these interactions, we have collected a rich set of data on socially and culturally responsible curriculum design for social science, language, and integrated STEAM inquiry-based learning. In addition to our school visits, we also participated in three community-based workshops, two days of panel discussions, and two conferences to study and exchange resources and research ideas for curriculum design and development. Furthermore, we visited many cultural and natural heritage sites and museums, which enabled us to develop an awareness and appreciation of how culture shapes communities and contributes to the design of school-based curriculums.