

A LEARNING JOURNEY FOR THE NEW TAIWANESE CHILDREN: CONSTRUCTIVISM AND FLIPPED EDUCATION WITHIN 12-YEAR PUBLIC EDUCATION PROGRAM IN TAIWAN

Chou, Mei-Ju

Assistant Professor, Early Childhood Education Department
National Pingtung University, TAIWAN, R. O. C.

ABSTRACT

Through analyzing relative literature, this paper explores the new Taiwanese children's learning condition, orientation, and schoolwork achievement. In addition, based on Constructivism view of knowledge, learning, teaching, student-self constructed, and teacher's role of planning curriculum, together with implementation of flipped education, the research proposed that the practical strategies in 12-Year Public Education Program can be applied by the educators toward Neo Taiwanese descendants' learning in the elementary school, including. 1. School and parents should concentrate on integrating the new Taiwanese children's learning and living experiences so as to cultivate their knowledge, ability, and attitude toward cultivating students' getting adapted to daily life and encountering the future challenges ; 2. The fostering of the new Taiwanese children's bilateral cultural identity could be attained through the raising of language ability, balancing humanistic care and technology, promoting Taiwan's culture characteristics, respecting diversified cultures, and replacing the unitary "group integration" with "group harmony"; 3. It is expected that the curriculum and development of the 12-year Public Education Program can be grounded on the concepts in constructivism and flipped education. By means of integrating cognitive-affective-volitional concepts concerning free and diversified learning and practice, it is hoped that opportunities can be offered to the new Taiwanese children to proceed adaptive school learning, to bring their talents to a full play, active exploring, lifelong learning, and holistic development.

Keywords: Constructivism; Talent Nurture, Flipped Education; 12-Year Public Education Program; the New Taiwanese Children.