

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

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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.

INTRODUCTION

In recent years, under the influence of internationalization, globalization, and the trend of immigration, as the number of spouses coming from South-eastern Asia increases sharply, both the spouse and her children have become a newly emerging issue in education in Taiwan. Moreover, marriage immigration in Taiwan has become increasingly common (generally called "foreign bribes"), leading to a sharp rise in the new immigrant females coming to Taiwan. The education issues of The new Taiwanese children demand our attention in respect with in what way should educators provide a variety of opportunities for adaptive learning by coordination with The new Taiwanese children's ability, orientation, interest, and need toward bringing their diversified potential and cultivating the future learners with diversified cultural quality and competitiveness. Moreover, since not all students learn at the same starting point, to maintain social justice and equality, the nation should distribute the limited educational resources on a reasonable basis, so that the new Taiwanese children with social and economic inferiority can obtain reasonable and fair opportunities for development. Studies have indicate that it is important to understand the implications of having a significant percentage of the current newborns in the country having at least one foreign

parent because this could have a big impact in terms of the shift in Taiwanese culture in the next generation (Berger & Lester, 2015). Studies have shown that the mothers of the new Taiwanese children are likely to raise their children with different cultural values than those that are typical in the country, and this means that the culture of Taiwan could be more globalized when the age of next generation of Taiwanese citizens come (Berger & Lester, 2015).

The U.S. psychologist Maslow, A. H. put an emphasis on men's 5 demands from bottom to top, including physiology, security, love, respect, and self-fulfillment. It is therefore seen that nature of education lies in self-fulfillment for all to carry out one's own potential. In other words, one's own potential can be brought to a full play, called "success for all". As we know, the 21st century is an age of knowledge economy, which values talent cultivation in the first priority. To raise the national competitiveness, many countries endeavor to propose various educational concepts or reform measures, such as Bush's proposal of the educational reform program of No Child Left Behind in 2001, and drew up "2002 to 2007 developing plan". As a result, the issues that the educational policy makers concerned most involves that the new Taiwanese children can be the modern citizens that "culminate the individual". In recent years, Taiwan has undergone significant reforms. Other than getting adapted to culture and learning, the influential factors in the new Taiwanese children's education include: (1) With expansion of the school comes pressure of students' quality elevation: In the past few years, in order to make channels of receiving higher education smooth, the number of students in the school has increased in a short time, but the educational resources have not grown proportionally. (2) After loosening restriction to education, adjustment of the system: Primary dynamics for educational reforms are teachers, who should face the issues of raising teachers' professional ability, along with strengthening teachers' expertise, dedication, and commitment. Therefore, the study aims to find a way for the new Taiwanese children to learn happily and make their talent development grow appropriately.

LITERATURE DISCUSSION

Core Elements of 12-year Public Education Program

Curriculum and teaching have always been the primary axis of education. As the 12-year Public Education Program emphasizes, the concept of Cognitive-Affective-Volitional Integrated development can connect with self-exploration and the philosophy of environment interaction valued by the constructivism in order to achieve knowledge construction. As a result, in order to implement philosophy and goals of the 12-year Public Education Program, Ministry of Education has adopted core qualities as the main axis to develop the curriculum for integration of disciplines in each educational stage and territory. In regard of core quality, it indicates that students should possess knowledge, abilities, and attitudes in order to get adapted to the present life and the future challenges. From this viewpoint, for the new Taiwanese children, it is inappropriate for us to stress learning that is limited to discipline knowledge and skills. Rather, we should help them by linking learning with life. Through retrospection, awareness, and practice integrated with diversified cultural quality, we can head towards the holistic education development. The need for this kind of holistic education is long overdue because it will transform the way in which educational content is delivered so that the focus is directed more towards encouraging creativity and innovation in the children rather than filling their minds with lots of facts and figures (Yang & Chiou, 2010). The essence of holistic education is to allow the learner to think for themselves, and this will help the new Taiwanese children, especially those who are inherently disadvantaged from an economic stand point, to have a chance as innovators in the 21st century economy of the

country (Yang & Chiou, 2010). Nurture Talents within Holistic education will also help bridge the gap that the new Taiwanese children have in terms of the development of their linguistic skills and understanding the local languages and culture. From humanistic life-long learners' perspective, 12-year Public Education emphasizes on three major dimensions core quality, including autonomous action, communication and interaction, and social participation. The three major dimensions can further divided into 9 items (physical and mental quality & self-improvement; systematic thinking and problem solution; symbol exertion & communication and expression; technology information & media quality; artistic quality & aesthetic cultivation; moral practice & civil consciousness; interpersonal relationship & team work; diversified culture & international awareness). For quality and cultivation, it aims to achieve "reaction to complicated need in living situation in the society". Therefore, the learners should integrate knowledge, skills, and attitudes closely with "living situation", so that students can reach at a meaningful learning status.

The curriculum that is suggested in Taiwan curriculum 12-year Public education Program will help the new Taiwanese children to learn at the same level as the other children because it focuses on changing the learning experience from a theory based one to one that uses more practical approaches in its execution (Lin, 2016; Reich, 2007;). There are suggestions in the proposal that will overhaul the education system in its traditional form and apply principles that are in favor of the New Sons of Taiwan since it will include a more intricate focus on cultural orientation and the development of language skills, all of which are vital for children whose parents are immigrants (Vickers & Jones, 2013). Some analysts have also praised the curriculum because it focuses on preparing the children for a more globalized world in their future, and this is likely to help the New Sons of Taiwan to be more innovative and dynamic in their thinking (Tsai, 2014).

- A. Process-oriented design philosophy
- B. Learners as subject of curriculum
- C. Living experiences as starting point of learning
- D. Problem solution as the main teaching materials
- E. Technology integrated themes
- F. Diversified authentic assessment
- G. Flexibility in characteristic curriculum and issue curriculum
- H. Integrated curriculum development (formal, informal, and potential)

The learning theory of Constructivism

The learning theory of constructivism postulates that students tend to learn by constructing knowledge out of their personal experiences. This theory asserts that learning is more effective if the student is able to experience the events in the learning process rather than just to hear accounts of those events (Hyslop & Strobel, 2007; Wen, Ching, & Tang, 2013). While this is an ancient philosophy, it has applications in many modern advanced learning institutions, and it has been proven time and again to be an effective tool in ensuring that the learning experience is more effective for students across the world. Constructivism is one of the more mainstream philosophies of education because it places the learner at the center of the learning experience (Wen, Ching, & Tang, 2013). Jean Piaget, the founder of the constructivism philosophy, believed that the individual's interaction with the environment was the best way to learn because it made it possible for the learner to internalize the aspects of the learning experience at a more basic level (Wen, Ching, & Tang, 2013).

A. The process of constructing knowledge. The learners are positive and active. Actually, knowledge is justification of personal experience, it does not follow the learner's intentions without direction. In the same time, the learners have to interact with others: students' learning, situation, cooperation, conversation, and meaning needs to be all integrated into knowledge construction. B. Viewpoints of curriculum and teaching in constructivism. Knowledge cannot exist substantially; it needs people's comprehension, analysis, verification, and criticism on viewpoints of learning. Learning process includes constructing new messages' meaning, reforming the prior experiences, and reconstruct teaching viewpoints. It needs to integrate the physical experiences, solve problems, and construct one's own concepts with cooperative learning, situational teaching, and random, coherent, and flexible teaching. From active participation to holistic learning, the educators should guide learners to expand their abilities in participation and exploring issues. Teacher plays a role of planner and guider, not an authority controller (Yilmaz, 2008).

The process oriented design philosophy dictates that the curriculum should be made in such a way that it focuses more on the learning process than on the end result of that process. Through this kind of design, there is a lot of emphasis on practical application of knowledge rather than just the theoretical recollection of the same (Tsai, 2014). The learners are the subject of the curriculum in the sense that the learning experience is focused on self-discovery as opposed to just the coverage of a lot of content that the learners don't necessarily relate to. The personal experiences of the learners should be the basis of their learning process since such experiences are what the learners relate to the most, and this creates a sense that education has practical applications, and this serves to motivate all students alike (Vickers & Jones, 2013). The use of problem solving as a teaching technique will help students to appreciate that the ability to simplify the complexities of life is a key benefit of education, and they will therefore be more interested in focusing on academic success. Integrating technology into the education system will help the students be better prepared for the advanced nature of the global economy, and it will help foster innovation in the learners (Tsai, 2014). Diversified authentic assessment gives the educators a more accurate way to assess the progress that their students are making (Vickers & Jones, 2013). The allowance for flexibility in the characteristic and issue curriculum will give room for educators to factor in the differences in personal interests of the students, which will in turn allow students to start discovering their academic talents at an early stage.

- A. To guide students to construct knowledge instead of passing and stuffing knowledge
- B. To enhance students to think and understand rather than merely focusing on skills to memorize knowledge
- C. Practice learning in doing, understanding in talking, and enlightenment in writing
- D. Not to arbitrarily construct experiences and repeated practices
- E. To plan and develop warm and diversified teaching situations
- F. To set up construct-based teaching guidance network
- G. To consider students' heterogeneity in students' learning demand, and to carefully accept students' abilities

Hypothesis 1: *In constructivism, curriculum and teaching for the new Taiwanese children's school and life learning are exactly consistent with the core value within 12-year Public Education Program in Taiwan.*

Flipped Education

Flipped Education refers to the learning process where the traditional setting of the class is overhauled and its place, more interactive learning processes are executed. Some of the

most commonly used tactics in flipped education settings include the use of audio-video equipment in the classroom rather than just listening to a teacher. (Ash., 2012; Berger & Lester, 2015; Gilboy et al, 2015; Herreid & Schiller, 2013) In the USA and in Europe, flipped classrooms are common in all levels of education, and students study through online interactions as well as participation in activities that seem like field work within the classroom setting (Bishop & Verleger, 2013; Spangler, 2014). In such cases, students are allowed to learn through online forums and they are able to interact with fellow students from different parts of the country or even the world and share ideas. In Taiwan, flipped education is in its infancy, and it has only been adapted in a few schools as a form of pilot program (Schultz, n.d.). However, early indications show that students are responsive to this kind of learning environment and that it enhances a more interactive and social atmosphere in the classroom. It is also essential that for the flipped classroom system to be fully rolled out, educators need to be retrained on how to incorporate the system into their original teaching.

The flipped education system focuses on the learning of the child as opposed to how they perform in terms of test scores (Horn, 2013; Jensen et al, 2015; Roehl et al, 2013; Schultz, n.d.). To make the flipped education system more oriented towards learning, the grading system in some of the classes have been changes from test score based to ones based on the performance in group activities or the practical application of concepts that have been taught in the class. The new Taiwanese children are likely to benefit from this evaluation because it seeks to rate their creativity (Jinlei & Baohui, 2012; Spangler, 2014). This kind of education system also has the unique ability of cultivating the hidden talents that students may have, and it can be helpful in ensuring that both the academic and nonacademic interests of all the students are highlighted or discovered so that they can be nurtured and perfected. This opens up opportunities for students who may not necessarily be academically gifted to explore other avenues that may prove lucrative for them in the future (Spangler, 2014).

Just as Wang Zheng-zong in Shang Weh Junior High School once interpreted the meaning of “flipped”, it actually refers to attempt of returning to what things are like originally. In a variety of flipped instructions, including “learning-thinking-expressing teaching”, MAPS teaching, and so on, all allow the educators to review the original intention, and make efforts to guide students in happy holistic development. The interactive nature of the flipped education system also gives each student the opportunity to showcase their culture and their interests to fellow students, and this can help the New Sons of Taiwan grow their confidence in their heritage and feel more proud and comfortable about their situation (Spangler, 2014). At the same time, this kind of learning environment will increase the rate at which the new Taiwanese children adapt to the local culture since they will be able to learn it faster from their classmates in an interactive environment. From schools in the distant region exerting flipped education, we studied the educational demand and curriculum adaptation of “The new Taiwanese children” under diversified culture

In order to get adapted to the current life and future challenges, the new Taiwanese children must possess knowledge, ability, and attitudes, which are the core quality in 12-year Public Education Program. Indeed, nowadays children face pressures and learn unhappily; with flipped education exerted by schools in distant regions, the new Taiwanese children’s educational demand and adaptive strategies needs to be taken care. We tried to understand how teacher should draw up proper “curriculum adaptation.” For example, although “Artistic cultivation and aesthetic cultivation” are closely connected to art territory, it can be obtained through appreciation of language courses, geometry in math, ecological observation in nature, field survey for society, culture, and history. Besides, Artistic creation and aesthetic

cultivation is obtained from curriculum and teaching design in each learning territory in each stage. In order to continue care for students' cognitive-affective-volitional in integrated instruction, we aroused students' learning motivation by means of reading and play-integrated instruction, and find teaching and learning methods that are proper for the students.

Moreover, reading and games in diversified culture and international countries can coordinate with activity design in integrative curriculum. Under content and practice with proper curriculum design, we can help the new Taiwanese children achieve good learning adaptation, and solve their problems in learning language, culture, schoolwork, and interpersonal relationship. It is expected that all measures listed above can urge the curriculum reforms to provide them the chance to voice their opinions and obtain respect, and demonstrate social equality and justice, and fair educational opportunities. From the findings in the paper, it is apparent that the 12-year Public Education Program will be a good thing for the New Sons of Taiwan, especially when all the aspects that were suggested alongside the program are implemented. This research recommends that the reactive strategies that are discussed, such as the incorporation of constructivism and the use of flipped education tactics should be implemented in order to improve students' leaning experience. The 12-year Public Education Program will most definitely serve as an elaborate policy guide with which to implement concrete measures that will push the education system toward perfection in inclusiveness to all students, which will be of great benefit to the New Sons of Taiwan.

Hypothesis 2: The application of Flipped Education based on 12-year Public Education Program might light up the New Taiwanese children's passion, motivation, and confidence in learning toward appropriately launching their talent.

The Learning Adaptation for the New Taiwanese Children

In addition to understanding their learning conditions as well as tendency in the school, this paper probes into their adaptation to living and schoolwork achievement. Research (Vickers & Jones, 2013) pinpoint that the significance of how these students' adapting to their new country has affected their school performance as well as their social behaviors in interacting with peers and teachers. Constructivism is important to the education of the New Taiwanese children because it takes into consideration some of the most common disadvantages that these students have, and its core premise is unique in the way that it solves the problem as compared to competing philosophies which done address the problems at all (Lin & Hung, 2007; Lin, 2016). The problem of living adaptation is addressed by constructivism because the philosophy relates ones environment to ones learning experience. This means that New Sons of Taiwan are able to directly associate their experiences with the difficulties they endure while trying to adapt to the new culture to the content that they are taught in class, and this in turn helps them recall and perform well academically (Hsieh et al, 2011; Lim & Apple, 2013). In terms of school achievement, constructivism gives the New Sons of Taiwan a unique advantage over their counterparts since they have had more extraordinary experiences, and they are able to relate these experiences to their school work, which is the essence of constructivism (Lim & Apple, 2013; Shiu-Thornton et al, 2005). In terms of interpersonal interaction, 12-Year Public Education encourages students to practice the mutual "sharing," "learning," and "Gung Ho" in the school learning process. Furthermore, to some extent, Flipped Education also helps students associate the content of their curriculum with real life experiences and issues, and this is likely to make them more social as it enhances their understanding of each other's challenges, and consistently, for New Sons of Taiwan, it fosters perspective taking, respecting, appreciating, communicating, as well as empathy.

12-Year Public Education Program toward Children's Holistic Development

Holistic development refers to the process where children are trained that all aspects of their person are nurtured and developed. Many education systems across the world have focused on giving the children academic training alone, and neglecting other important developmental considerations such as the physical and social development of the child (Schultz, n.d.). The result of this has been that too much weight has been put on the academic achievement of the children, and not much of it on any other aspects that are equally important for turning the child into a well-rounded adult. In the holistic approach, the child's psychomotor skills, sociability, and even personal structure are given consideration in the education system (Lin, 2016; Splitter, 2009). More emphasis is given on the students are also trained to interact with each other and to learn to be assertive, being organized, and even skills like public speaking (Schultz, n.d.). Holistic learning offers students a chance to master important life skills without necessarily reducing the importance attached to academics. Many studies have in fact indicated holistic development can help underperforming students to improve their academics (Lin, 2016), especially those who are inherently disadvantaged for the culture, the language, and the family socio-economic background perspectives, like the New Taiwanese Children.

To integrate cognitive-affective-Volitional

In regard of delivering knowledge, life education and moral education put more stress on students' affection and experience in real life, and on their dynamics for practice and physical implementation. In this sense, the just mentioned is what all of scholars and educators should care. We must strive to construct a school environment as one filled with humanistic spirit and vigor of life, allowing students to feel love, care, and respect all the time (Lin, 2016). In addition, self-dignity, self-confidence, and independence have to be cultivated for life to shimmer and glisten, while the over-emphasis on intellect learning in an entrance exam oriented education should be corrected from the root. By such way, we can provide an opportunity and environment to encourage children to learn to explore meaning of life, cultivate an ideal character and conduct, cherish themselves, and care others. In 21st century, we should target at making students become even better, which matters more than making them become smarter. The learning points relate to two respects: "learning content" and "learning performance", both are not new in the curriculum guideline. Currently, Grade 1-9 Curriculum Guideline has the item "Ability Indicator", which consists of learning content and learning process. However, many people reflect that it is difficult to interpret nor control the overall framework. As for the senior high school curriculum guideline, it is composed by teaching material guideline and core ability, yet people usually focus on teaching material guideline and ignore core abilities. The new curriculum guideline has proceeded integration. "Learning content" inclines to learning materials, while "learning performance" inclines to cognitive process, action ability, and attitudes. Both perspectives have to link with each other to construct a complete learning. At this point, development of quality-oriented curriculum, teaching, and teaching material emphasize on cultivation of the lifelong learners. In a society that changes rapidly, in addition to valuing "knowledge", "action" and "attitudes," the integration of learners' situational experience, the learners' experimenting feelings, and the learners' inner motivation plays even more crucial role. Through "awareness and retrospection", the three elements can be connected as 3 in 1 for self-improvement and keeping up with times.

Situation contextualization

For a long period of time, school education's biggest fault lies in learning content and process is detached from the real-life situation, resulting in students' becoming the "feed chicken" that only know how to swallow knowledge, and the school becoming a factory that duplicates "stiff knowledge". This is a chance for us to speculate "what is learning, how learning takes place, how do we use knowledge". Based on situation context, learners can control knowledge only through taking part in real activities. By stressing on situational and contextualized learning, it is highly possible that students head towards school learning, because what they learn makes sense for themselves. That is to say, to really understand something, learners must integrate learning content and process with experiences, events, situations, and contexts properly in order to make sense (Sutinen, 2008).

Free and diversified learning

The original motivation of 12-year Public Education Program is to make students learn happily and appropriately, and this is also the goal of education reform. Child-centered and diversified learning is founded on the premise that all know the importance of talents. After passing the Three-Type Acts of Experimental Education in November, 2004, education in Taiwan has formally entered into a new age that honors innovation and diversity, and the schools under high school level can operation even more flexibly. Yue-ming Elementary School is the first public school with private operation to processes experimental education. With the philosophy of "linking the local resources and respecting difference in diversity", to change education and future by initiating adaptive education and create value of life are the goals that Ministry of Education will carry out in the future (Yang & Chiou, 2010). Through educational experiments, Flipped teaching, Ministry of Education encourages schools to innovate, value students' diversified abilities, and extend students' talents and potential. Schools also have to provide diversified directions to students, and create new value in education with humanistic care, and emphasize learning process, strategies, and methods. Most importantly, curriculum planning and teaching design must connect with learning content and exploring process, instead of just feeding children with fish without teaching them how to catch a fish. Only in this way can we cultivate students' independent learning ability and become life-long learners.

Practice and action

Quality learning is not static and single directional receiving knowledge. More importantly, it is applying what is learned to the reality—"striving for practice." That is to say, quality learning is a kind of flexible application of "doing in learning/learning in doing", holistic performance, and retrospection/dialect. Quality learning puts an emphasis on practice and action space for students to integrate what they have learned. They can therefore not only migrate the learning content to other cases, or actually apply what they have learned to daily life practically, but also think extrovertly over what they know and do, so that it is possible for them to make further improvement. In regard of quality, it honors learners' holistic development and aims to make learners become life-long ones. As far as this point is concerned, the education reforms in the past mostly put "competitiveness" as the goal. For this curriculum guideline, the subject cultivation of learners is the core, and the education itself is regarded as "purpose", not the "measures" to raise competitiveness. The purpose of education is to help someone become complete. That is, competitiveness is the "result", not the "purpose" of education.

To solve the issues caused by the above mentioned change of internal and external environments, this research combines the basic core concepts in constructivism and flipped education, and proposed the following three concrete strategies for cultivation of the New Taiwanese children to adaptive education, bring their talent to a full play, and learn happily: (1) Raising language ability. Possessing certain language ability allows students to enter the world. To promote foreign language learning like South-eastern languages and English can help children to open a window to the world, roam at the past as well as the present, understand the historic culture, and absorb outcomes of human civilization. (2) Balancing humanity and technology. It regards completion of the whole students' development. In elementary stage, with humanistic quality, aesthetics and creativity strength, understanding and care, the New Sons of Taiwan would be enlightened to value and respect life. (3) Respect the diversified culture. To begin with promoting each group's culture in Taiwan, and developing new immigrant cultures. Then, diversified culture communication and educational outcome display activities can be held, the nationals' empathy for the purposes of fostering communication and integration of the international cultures can be set up. Moreover, The new Taiwanese children for bilateral cultural identity can be fostered, the complete consciousness of culture and development of character can be cultivated in The new Taiwanese children's childhood. As for educational conduct, Taiwan's characteristics can be propagandized, while diversified cultures should be respected. As the new Taiwanese children's learning curriculum can be integrated with the environmental materials concerning cultural life in Taiwan and South-eastern. Meanwhile, the nationals can be cultivated to respect diversified cultures and the characteristics of each group's language. By such way, students will love local affections, and further understand and respect many cultures and values of different cultures and histories. Finally, "diversified groups, unity of country" can be strengthened, while "group harmony" in diversified cultures replaces the single "group integration". (4) Social care. To implement equal educational opportunities, and practice concept of social equality and justice, people should make a good use of the national resources. For inferior students situated in unfavorable position in the society, economy, culture, region and etc. , positive assistance must be offered in order to avoid bi-peak phenomena's expansion. Through strategies, assistance will start with supporting economic inferiority, mentoring learning inferiority, reducing the number of regional inferiority, and strengthening responsibility education. It is believed that in the future, the new Taiwanese children's education will strive for exertion of their potentials in advance, construct the quality environment with diversified cultures. In addition, the life education and character education will be highlighted. Consequently, the new Taiwanese children's in-depth understanding can deepen. Each new Taiwanese children will be taken a good care, and youths with five ways of life will be developed on a balanced basis.

Hypothesis 3: From the constructivism and Flipped Education perspective, it is concluded that the curriculum and teaching philosophy in 12-year Public Education Program on the New Taiwanese children's life adaptation and school work achievement has positive influence and benefit.

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