

Educational Justice in Taiwan

Submitted to:

The Ministry of Foreign Affairs (MOFA) Taiwan Fellowship

By

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Recipient of the MOFA Taiwan Fellowship 2019



Introduction

I have had the opportunity to visit Taiwan twice as a scholar. My first opportunity was with the Taiwan Foundation for Democracy in 2010. I conducted research on sports and leadership and was able to publish my paper in 2012. In 2012, I served as a visiting professor with the National Taiwan Normal University. Both of my experiences led me to work with the students at the secondary and postsecondary levels. My experiences with the youth were very positive. However, I grew curious about the educational system in Taiwan; more specifically, how educators are trained to work with students with disabilities. I applied for the Ministry of Foreign Affairs (MOFA) Taiwan Fellowship to conduct research to investigate educators' attitudes about disabilities and practices of inclusion.

The purpose of my study was twofold: (1) First, the study focused on the attitudes of educational inclusion of teachers. (2) Second, the study focused on support for teachers in working with students with disabilities.

Project Development

In order to conduct the research, I first had to develop a curriculum to train the teachers in Taiwan. The curriculum took approximately four months to develop. I developed the curriculum from January, 2019 to April, 2019. I then submitted the curriculum to my colleagues for review. Next, I contacted my partner institution in Taiwan, the University of Taipei to schedule training. I went to Taiwan in June and stayed until the end of July. I went back to Taiwan in December and stayed until the end of December (for a total of three months). During this time, I was able to train five teachers. The training was successful. My current university, Virginia State University has now established an official agreement with the University of Taipei. We are currently planning for faculty and student exchanges. My initial study was exploratory and I would like to apply for another MOFA Fellowship in order to train more teachers in 2021.

The following is the curriculum that was developed for the Educational Justice training in Taiwan:

EDUCATIONAL JUSTICE CURRICULUM

The Educational Justice is a grassroots effort working with community leaders and educators to diminish the achievement gaps and opportunities for k-12 and higher education students regarding low-income groups, minority, disability English language learners and combating gender inequalities. Educational Justice also works to educate and empower communities to improve the over well-being of those that are underserved and overlooked.

I. Goals of Educational Justice curriculum

Below are the goals for developing an educational justice curriculum:

Outcomes

- Increased impartiality when assessing students.
- Engage with diverse professionals to discuss complex ethical judgments across multiple lines of difference.
- Apply educational justice concepts and principles to educational policy and practice.
- Comprehend and address institutional systemic forces of bias (regarding disability) and how they play out in the classroom.
- Understand and comprehend all forms of disability (cognitive, developmental, intellectual, mental, physical and sensory impairment, or some combination of these).
- Recognize that educational justice issues are continuously operational and thus, affect all everyone, particularly students and are manifested in student interaction, curriculum, pedagogy and assessment.
- Define and categorize educational practices, programs and policies focusing on educational justice concepts.
- Teach responsibly using compassion and serving as an advocate for educational justice.
- Contribute to authentic, open minded discussions regarding different perspectives and experiences.
- Identify dehumanizing speech and develop tools to address such discourse and take measurable actions.
- Become reflective, collaborative, teachers and leaders of educational justice.
- Establish the ability to question assumptions and use critical reflection of teacher identity.

Outputs

- Changes in lesson plans to include diversity.
- Bi-annual reports documenting changes in behavior.
- Assessments based on learner needs.

II. Modules

Modules were created in order to build the curriculum. The following lists the modules that were created for the Educational Justice curriculum:

Modules: The modules are divided into five areas. Participants must be able to transition to each area successfully for completion. The five areas include:

1. Read
 - a. Reflection
 - b. Discussion
2. Explore
3. Apply
4. Connect
5. Evaluate

Reading – The readings will be articles or book chapters pertaining to the Module title. The readings will range from one page to no more than 20 pages. The readings will provide material, data and evidence of the module topic.

1. Reflection – Participants must be allowed to reflect on what is read. This provides them an opportunity to consider another viewpoint, internalize what is read and commit it to long term memory. Participants will write in their journal their reflection on what was read.
2. Discussion – Participants will get to discuss what was read with the instructor as well as with their peers. Parameters will be set to allow for honest discussion and respect from peers.

Explore – Participants will get a chance to explore more about the readings which will allow them to link the readings and expand on the topic. Exploration requires critical thinking and will challenge each participant current state of processing information. Exploration requires leaving the old ways of thinking behind and discover new ideas. Theories on the topic will be explored. This section will include additional readings, videos, role playing and current research.

Apply – This section will require the participant to engage in direct application of skills, theories and models. Participants will work both independently and in small groups. This will include mini written assignments, oral presentations, role playing and observations.

Connect – Participants will have a chance to connect all that is learned to their actual working environment. In order for participants to adopt educational justice and implement the concepts in their classrooms, they must be able to connect what is learned to their own unique environment. This will include watching videos, mini written assignments, oral presentations, discussions and reflections.

Evaluate – Participants will be evaluated on what is learned. This will include quizzes and written assignments. Participants must score at least 70% in order to be able to move to the next module.

MODULE TOPICS:

| INCLUSION | EDUCATIONAL JUSTICE | PEDAGOGY AND EDUCATIONAL JUSTICE | EDUCATIONAL JUSTICE AND ASSESSMENT |
|--|---|---|--|
| Understanding disabilities | Foundation and history of Educational Justice | Categorize educational practices, programs and policies focusing on educational justice concepts | Types of education bias Bias in assessment |
| Teacher Bias | Understanding institutional systemic forces (racism, classism, genderism, disabilities) | Teach responsibly using educational justice Language Development Contextualization | How to reduce education bias |
| Adaptation, modifications and accommodations | Teacher Bias | Developing a critically reflective teacher identity Instructional Conversations Contribute to authentic, open minded discussions regarding different perspectives and experiences | Types of assessment congruent with educational justice |
| Ethics | Ethics | Ethics | Ethics |
| The Taiwanese Law | The Taiwanese Law | Taiwanese culture | Taiwanese culture |
| The U.S. Law | The U.S. Law | U.S. culture | U.S. culture |
| Integration | Advocacy | Become reflective, collaborative, teachers and leaders of educational justice | Implementation |

III. Learning Outcomes

Learning outcomes were next developed in order to develop the Educational Justice curriculum. The following are the learning outcomes for each module:

Chapter One:

INCLUSION

For this chapter, the learner should be able to:

1. **R** = Define inclusion
2. **AN** = Compare contrast inclusion in Taiwan versus the U.S.,
3. **E** = Discuss and appraise the current laws in Taiwan regarding inclusion
4. **U** = Recognize teacher bias regarding inclusion
5. **R** = Define different types of disabilities
6. **C** = Classify and explain the modifications, accommodations and adaptations for students with disabilities
7. **R & E**= Describe and critique various strategies used in working with students with disabilities
8. **C** = Design an inclusion plan for Fall 2019 academic year

Chapter Two:

EDUCATIONAL JUSTICE

For this chapter, the learner should be able to:

1. **R** = Define educational justice
2. **U**= Discuss the history of educational justice
3. **U**= Identify institutional systemic forces in racism, classism, genderism, disabilities
4. **E & AN**=Examine institutional systemic forces in Taiwan; Compare and contrast these forces in the U.S.
5. **U & E**= Educational Justice concepts to educational policy and practice
6. **AN & E**=Examine and discuss teacher bias and its impact on educational justice
7. **C**= Establish and educational justice advocacy group

Chapter Three:

PEDAGOGY and EDUCATIONAL JUSTICE

For this chapter, the learner should be able to:

1. **R & U**= Educational practices congruent with educational justice
2. **E**= Examine and debate policies and programs aligned with educational justice
3. **C**= Construct new policies for improved teaching practices aligned with educational justice

4. **U=** Identify dehumanizing speech used in the classroom
5. **U=** Identify one's own bias regarding students with disabilities
6. **C=** Compile list of one's own bias regarding disabilities and address each one
7. **C=** Develop an Improvement Plan (IP) to put into action addressing teacher bias
8. **U=** Discuss one's own teacher bias
9. **AN=** Compare and contrast Taiwanese culture and U.S. Culture on pedagogical methods incorporating educational justice concepts
10. **U=** Identify ways to become reflective, collaborative teachers and leaders of educational Justice
11. **C=** Update lesson plans to include Educational Justice as a major component to be assessed by oneself, fellow teachers and administration
12. **C=** Construct lesson plans that allow for documentation of student achievement using new Educational Justice practices
13. **C=** Gather new lesson plans and submit results; along with achievement results from previous academic year (Educational Justice team will analyze differences in achievement)

Chapter Four:

EDUCATIONAL JUSTICE ASSESSMENT

For this chapter, the learner should be able to:

1. **R & U=** Define and discuss types of education bias in assessments
2. **U=** Recognize the bias in previous lesson plans and assessments
3. **U=** Identify ways to reduce educational bias in assessments
4. **C=** Develop new assessments incorporating educational justice
5. **AN=** Compare and contrast assessments in Taiwan and in the U.S.
6. **E=** Critique current assessments tools
7. **AN & C=** Organize new Educational Justice model (lesson plans and assessments) and commit to launch in Fall 2019.

Learning Outcome Legend using Bloom's Taxonomy

R = Remember **U = Understand** **AP = Apply** **AN = Analyze**
E= Evaluate **C = Create**

IV. Educational Justice Standards

Educational Justice standards were then created in order to build a foundation for the Educational Justice curriculum. The following are the Educational Justice standards.

Educational Justice Standard I

Educational Justice advocates develop a contextualized program addressing achievement gaps and opportunities for k-12 and higher education students regarding low-income groups, minority, disability English language learners (ELL) and combating gender inequalities.

- Create a structure of both short term and long term goals for students.
- Specifically choosing, designing and adapting curricula to diminish achievement gaps.
- Select content to incorporate student experiences, understanding, current abilities and overall interests.
- Develop assessment strategies integrating educational justice concepts and principles.
- Cultivate a nurturing environment in which all students can learn.
- Orchestrate community outreach opportunities for students, teachers and administration.

Educational Justice Standard II

Educational Justice advocates must address systematic forces of bias and dismantle such bias at every level.

- Addressing all forms of bias among colleagues.
- Highlighting the uniqueness of each culture using contextualized learning.
- Recognize discourse among students regarding stereotypes and encouraging acceptance of all students.
- Promoting educational justice to administration.
- Encourage students to recognize their own bias and facilitate opportunities to learn about other cultures, groups and practice inclusion.

Educational Justice Standard III

Educational Justice advocates facilitate learning in an inclusive and safe environment.

- Require respect for all students (culture, ideas, abilities and experiences).
- Provide opportunities for students to collaborate.
- Create an environment in which students can express their ideas about the learning environment and take responsibility for their learning.

Educational Justice Standard IV

Educational Justice advocates participate in continuous professional development.

- The willingness to learn new methods in addressing educational justice to improve teaching
- Attend workshops, seminars with other advocates globally.
- Take responsibility in teaching and student performance.
- Participate in research and presentations regarding educational justice.

Educational Justice Standard V

Educational Justice advocates commit to continuous assessment of teaching and student performance.

- Analyzing data on student performance using educational justice principles.
- Willingness to utilize various methods to assess student performance.
- Commit to self-assessing in teaching and assessments.
- Implement a plan to allow students to assess the teacher and themselves.
- Report assessments to administration, colleagues and community.

V. Educational Justice Curriculum

After building the modules, learning outcomes and standards, I then created the Educational lesson plan. I developed the lesson plan to include the culture of Taiwan and current educational standards in Taiwan. Below is the actual training that I designed and used for the teachers of Taiwan.

Reminder: The Educational Justice curriculum is divided into four modules.



Module 1

Disabilities

失能

Shī néng



Vocabulary for this Module

失能

Shī néng

disability

自闭症

Zì bì zhèng

autism

适应

Shìyìng

adaptation

偏压

Piān yā

bias



MODULE 1

Readings 读
Dú

Different types of disabilities

You may come across many disabilities in your work life. Some examples of common disabilities you may find are:

- vision Impairment
- deaf or hard of hearing
- mental health conditions
- intellectual disability
- acquired brain injury
- autism spectrum disorder
- physical disability

1. Vision impairment

Vision impairment refers to people who are blind or who have partial vision.

When talking with a person who is blind or has a vision impairment:

- always identify yourself and any others with you
- ask if the person requires assistance, and listen for specific instructions, however be prepared for your offer to be refused.

If guiding a person, let them take your arm, rather than taking theirs. Describe any changes in the environment such as steps, obstacles, etc.

If the person has a guide dog, please remember the dog is working and should not be patted, fed or distracted.

Tips

- Ensure front of office staff are briefed and prepared on how to greet and assist people with vision impairment.
- Allow more time and greater flexibility for training and induction.
- Be aware that glare and poor lighting may exacerbate vision impairment.

2. People who are deaf or hard of hearing

Hearing impairments can range from mild to profound. People who are hard of hearing may use a range of strategies and equipment including speech, lip-reading, writing notes, hearing aids or sign language interpreters.

When talking to a person who is deaf or hard of hearing:

- look and speak directly to them, not just to the people accompanying them, including interpreters
- speak clearly and use a normal tone of voice unless otherwise instructed by the person with the hearing impairment
- if you don't understand what a person is saying, ask them to repeat or rephrase, or alternatively offer them a pen and paper.

Tips

- Ensure front of office staff are briefed and prepared on how to greet and assist people who are deaf or hard of hearing.
- Allow more time and greater flexibility for training and induction.
- Consider workspace location - allowing the employee to see people entering the room and situate the workstation in an area where there is minimal background noise.

3. People with mental health conditions

Mental illness is a general term for a group of illnesses that affect the mind or brain. These illnesses, which include bipolar disorder, depression, schizophrenia, anxiety and personality disorders, affect the way a person thinks, feels and acts.

A person with a mental health condition may experience difficulty concentrating, which can sometimes be a result of medication. Try to avoid overly stressful situations wherever possible so that their condition is not exacerbated.

Tips

- Provide clear and thorough explanations and instructions, in writing if required.
- Ask the person how they would like to receive information.
- Allow more time and greater flexibility for training and induction.

Further information: [Mental health in the workplace](#)

4. People with intellectual disability

A person with an intellectual disability may have significant limitations in the skills needed to live and work in the community, including difficulties with communication, self-care, social skills, safety and self-direction.

The most important thing to remember is to treat each person as an individual:

- a person with an intellectual disability is just like everyone else - treat them as you would like to be treated
- be considerate of the extra time it might take for a person with an intellectual disability to do or say something
- be patient and give your undivided attention, especially with someone who speaks slowly or with great effort.

Tips

- Allow more time and greater flexibility for training and induction.
- Keep the pressure of any given situation to a minimum as stress can affect a person's concentration and performance.
- Keep instructions simple and in bite-size pieces use demonstration and increase complexity as progress is made.
- Be aware that a person with intellectual disability may be less aware of social cues and may have less developed social skills.
- Give verbal and written instructions or try giving examples to illustrate ideas and summarize ideas often.

5. People with acquired brain injury (ABI)

Acquired brain injury (ABI) refers to any type of brain damage that occurs after birth. The injury may occur because of infection, disease, lack of oxygen or a trauma to the head. Around 160,000 Australians have some form of acquired brain injury, with more men affected than women.

The long term effects are different for each person and can range from mild to profound. It is common for many people with ABI to experience:

- increased fatigue (mental and physical)
- some slowing down in the speed with which they process information, plan and solve problems
- changes to their behavior and personality, physical and sensory abilities, or thinking and learning
- may also have difficulty in areas such as memory, concentration and communication.

A person with an Acquired Brain Injury does not have an intellectual disability and does not have a mental illness

Tips

- Allow more time and greater flexibility for training and induction.
- Provide clear and thorough explanations and instructions.
- Minimize stress to maximize concentration and performance.
- Give verbal and written instructions or try giving examples to illustrate ideas and summarize ideas.

6. People with Autism Spectrum Disorder

Autism is an umbrella description which includes Autistic disorder, Asperger's syndrome and atypical autism. Autism affects the way information is taken in and stored in the brain. People with autism typically have difficulties in verbal and non-verbal communication, social interactions and other activities. Impairments usually exist across three main areas of functioning:

- social interaction
- communication, and
- behavior (restricted interests and repetitive behaviors).

Many people with an autism spectrum disorder also have sensory sensitivities, i.e. over or under sensitivity to sight, touch, taste, smell, sound, temperature or pain.

7. Some characteristics of Asperger's syndrome

Those with Asperger's syndrome are typically of average or above average intelligence, and can show a wide range of behaviors and social skills. People with Asperger's syndrome may display some of the following characteristics:

- difficulty in forming friendships
- ability to talk well, either too much or too little, but difficulty with communication
- inability to understand that communication involves listening as well as talking
- a very literal understanding of what has been said. For example, when asked to 'get lost', as in go away, a person with Asperger's syndrome will be confused and may literally try to 'get lost'
- inability to understand the rules of social behavior, the feelings of others and to 'read' body language. For example, a person with Asperger's syndrome may not know that someone is showing that they are cross when frowning
- sensitivity to criticism
- a narrow field of interests. For example, a person with Asperger's syndrome may focus on learning all there is to know about cars, trains or computers

- eccentricity.

Tips

- Establish routines and predictable environments.
- Inform people with autism what is about to happen before it occurs.

8. People with physical disability

The common characteristic in physical disability is that some aspect of a person's physical functioning, usually either their mobility, dexterity, or stamina, is affected. People with physical disability are usually experts in their own needs, and will understand the impact of their disability.

There are many different kinds of disability and a wide variety of situations people experience. The disability may be permanent or temporary. It may exist from birth or be acquired later in life. People with the same disability are as likely as anyone else to have different abilities.

Tips

- Always ask before offering assistance.
- Be at the same level when talking with the person.
- Never assume that a person with physical disability also has intellectual disability.
- Ask permission before touching a person's wheelchair or mobility aid.

Adapted from the Australian National University

<https://services.anu.edu.au/human-resources/respect-inclusion/different-types-of-disabilities>

MODULE 1

Readings 读
Dú

Reflection

1. Write your reflection based upon the article you just read.



MODULE 1

READINGS

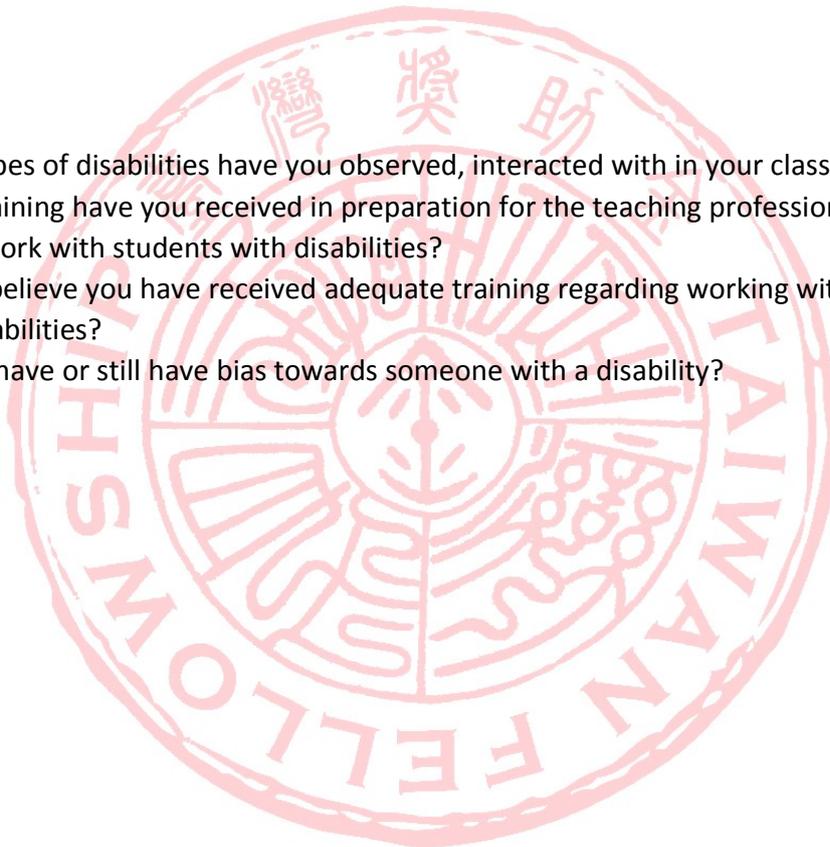
读

Discussion 1 ^{Dú}

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

1. What types of disabilities have you observed, interacted with in your classroom?
2. What training have you received in preparation for the teaching profession to prepare you to work with students with disabilities?
3. Do you believe you have received adequate training regarding working with students with disabilities?
4. Did you have or still have bias towards someone with a disability?



MODULE 1

Explore

探索

Tànsuǒ

Teacher Bias - Race

<https://www.youtube.com/watch?v=xjFiX-FvveM>

A Teaching Technique for Teachers of Students with Learning Disabilities

<https://www.youtube.com/watch?v=lk&qesnsdec>

Disabled high school teacher inspiring students with multiple lessons

https://www.youtube.com/watch?v=yG_oZ6CE9JE

Disability Bias

<https://www.youtube.com/watch?v=KRabTQGo9RI>

READ

<https://english.moe.gov.tw/public/Attachment/31024157671.pdf>

- Allow Dr. Liang-ping Jian add latest research in Taiwan regarding disabilities

MODULE 1

EXPLORE 探索

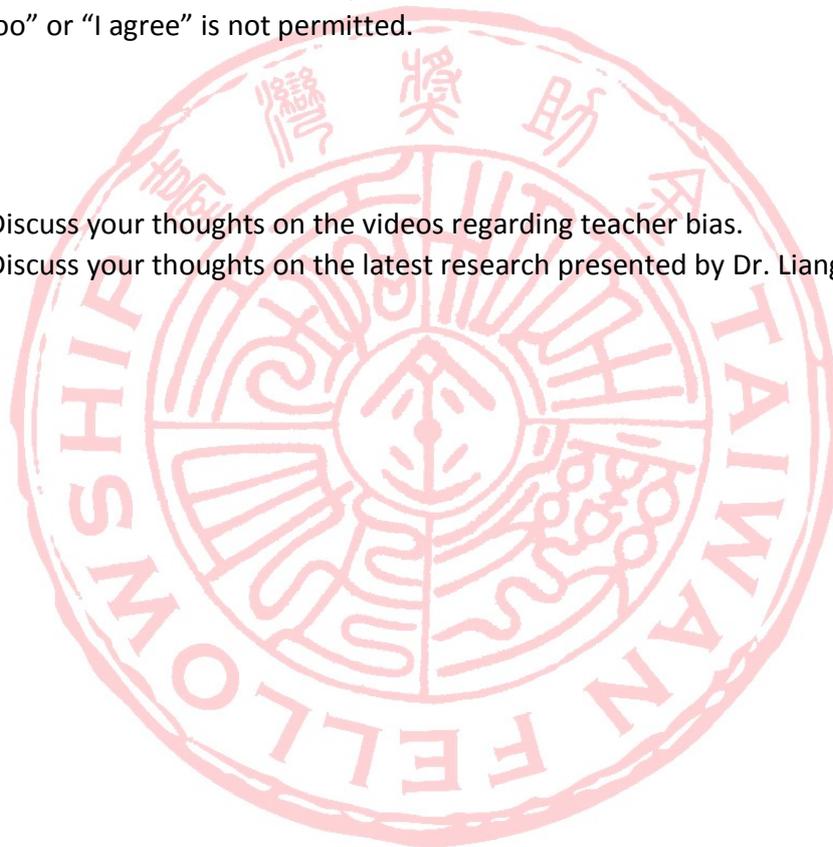
Tànsuǒ

Discussion 2

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

1. Discuss your thoughts on the videos regarding teacher bias.
2. Discuss your thoughts on the latest research presented by Dr. Liang-ping Jian



MODULE 1

EXPLORE

探索

Tànsuǒ

Adaptation

Accommodations and Modifications for Students with Disabilities

<https://www.youtube.com/watch?v=O0xdaCEgrU0>

Examples of Adaptation

School Helps Visually Impaired Students Reach New Horizons

<https://www.youtube.com/watch?v=xQPHNGvfc2E>

Adapted Physical Education Activities and Games for individuals with disabilities. Summer 2017

<https://www.youtube.com/watch?v=6p5LkwL7Czw>



MODULE 1

EXPLORE 探索

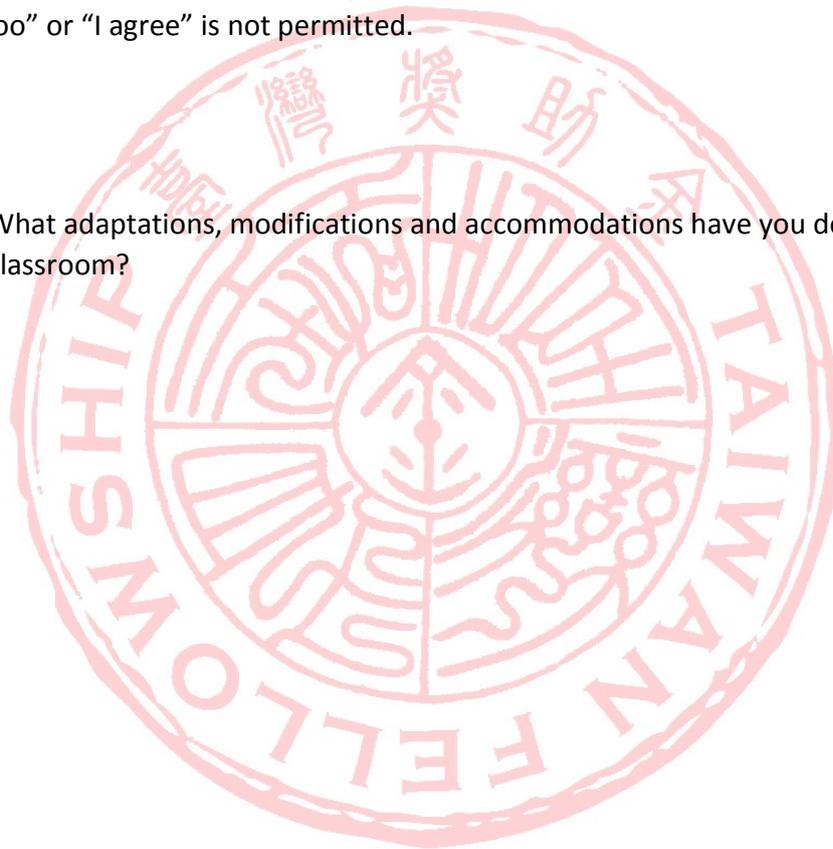
Tànsuǒ

Discussion 3

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

1. What adaptations, modifications and accommodations have you done in your classroom?



MODULE 1

APPLY 应用

Yingyòng

Role Play

You will be divided into groups of three. You will read the case scenario and select which Role Play you will act out. You will have ten minutes to devise a plan and then you will act it out in front of the entire group.

Scenario:

Janice Chian is 13 years old and a new student in Taiwan. Her father is from Taipei and her mother is American. Janice's parents met when her father moved to the U.S. to earn a Master's degree in education. Janice's parents decided to move back to Taiwan for a short time (about two years).

While in the U.S. it was discovered Janice has Attention Deficit Disorder (ADD). While in the U.S., Janice's teachers were able to develop an Individual Education Plan (IEP). This has worked and Janice is progressing on target. However, now with the new move to Taiwan, Janice and her parents are afraid she may regress and lose what she has learned.

Role Play 1: Pretend you are meeting with Janice's parents. Please act out your introduction meeting with them. They are in your office to discuss their daughter's current education plan from the U.S. One of you will be the teacher and the other two will pretend to be Janice's parents.

1. You want to ease their anxiety about moving to Taiwan
2. Anticipate questions they may have concerning the educational system
3. The parents will ask at least three questions about the educational system
 - How does the educational system work with students with ADD?
 - Do you have experience with students with ADD?
 - Have you worked with American students before?

Role Play 2: Pretend you are meeting with Janice for the first time in class. Please act out your introduction to her on her first day. One of you will be Janice and one or two will be her teacher and teacher's aide.

1. You want to ease her anxiety about moving to Taiwan
2. Anticipate questions she may have concerning the educational system

3. Janice will ask at least three questions about the educational system
- Have you taught American kids before?
 - How do I make friends here? Are there other American kids on this campus?
 - Have you worked with students with special needs? Will you make accommodations for me like my teachers did in the U.S.?



MODULE 1

CONNECT 连接

Liánjiē

Laws in Taiwan and the U.S. for individuals with disabilities.

Laws in Taiwan

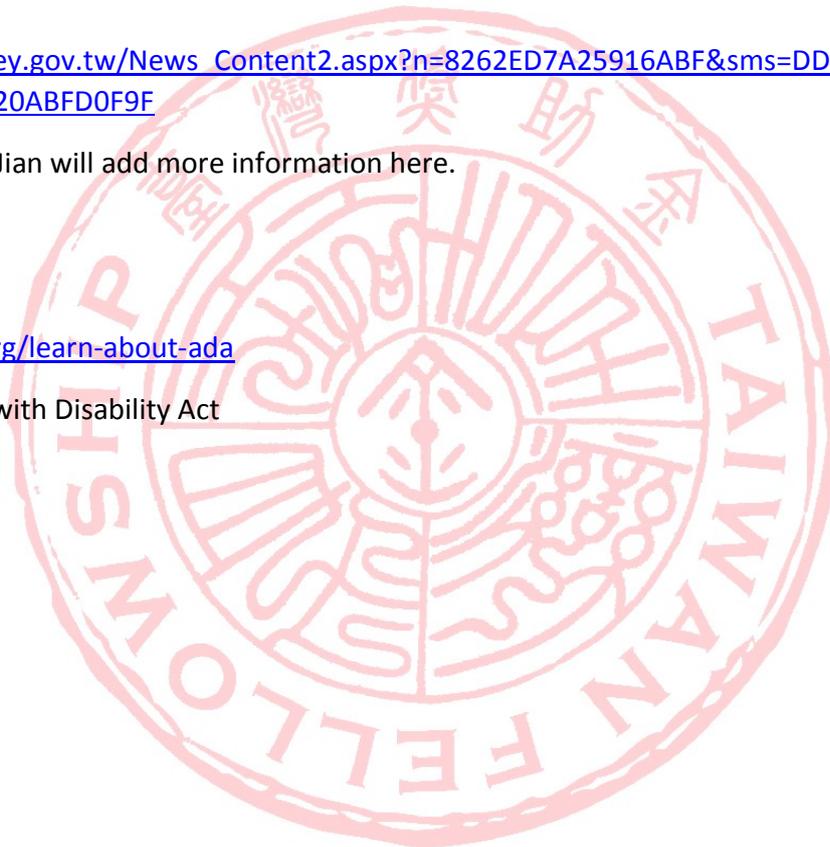
https://english.ey.gov.tw/News_Content2.aspx?n=8262ED7A25916ABF&sms=DD07AA2ECD4290A6&s=1A4C7120ABFD0F9F

*Dr. Liang-ping Jian will add more information here.

Laws in the U.S.

<https://adata.org/learn-about-ada>

The Americans with Disability Act



MODULE 1

CONNECT 连接

Liánjiē

Discussion 4

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

1. Compare and contrast the laws in Taiwan and the U.S. regarding individuals with disabilities.
2. What could or should be added to both countries legislative acts?



MODULE 1

EVALUATE

评估

Pínggū

Talking Points

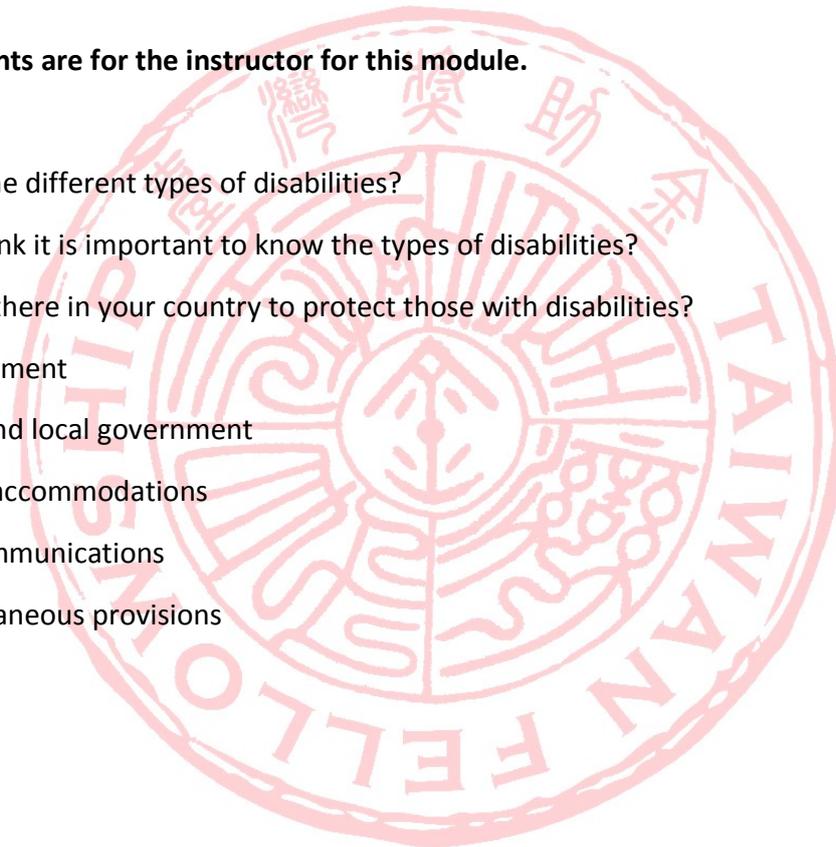
The talking points are for the instructor for this module.

Do you know the different types of disabilities?

Why do you think it is important to know the types of disabilities?

What laws are there in your country to protect those with disabilities?

- employment
- state and local government
- public accommodations
- telecommunications
- miscellaneous provisions



Module 2

Educational Justice

教育 正义

jiàoyù

Zhèngyì



Vocabulary for this Module

种族主义

racism

Zhǒngzú zhǔyì

性别

gender

Xìngbié

失能

disability

Shī néng

移民

immigrant

Yímín

主张

advocate

Zhǔzhāng



MODULE 2

Readings 读

Dú

EDUCATIONAL JUSTICE

Educational Justice is a concept that promotes educational opportunity for all children, including low-income and minority children, children learning English, and children with disabilities. It harbors the belief that every child can learn and should have the opportunity to do so. All environments should reflect this belief. Through proper training and implementation, a society should see notable differences or advancements among its people.

Educational justice sheds light on the policies and practices within educational institutions. Educational justice requires education leaders to address inclusion, language barriers, poorly trained teachers, non-safe educational environments, overcrowded classrooms, outdated curriculums and lack of adequate materials.

<http://www.bbc.com/travel/story/20110930-tribal-culture-survives-in-taiwan>

[http://www.wiete.com.au/journals/WTE&TE/Pages/Vol.9,%20No.1%20\(2011\)/11-Lee-Y-J.pdf](http://www.wiete.com.au/journals/WTE&TE/Pages/Vol.9,%20No.1%20(2011)/11-Lee-Y-J.pdf)

<https://files.eric.ed.gov/fulltext/EJ1081460.pdf>

<https://www.ketagalanmedia.com/2018/05/08/taiwan-indigenous-universities-affirmative-action/>

<https://english.moe.gov.tw/cp-14-17614-ec240-1.html>

<https://ir.lib.uwo.ca/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1000&context=aprci>

[http://idv.sinica.edu.tw/shaohua/%E5%87%BA%E7%89%88%E6%96%87%E7%AB%A0/Discrimination and incorporation of Taiwanese Austronesian.pdf](http://idv.sinica.edu.tw/shaohua/%E5%87%BA%E7%89%88%E6%96%87%E7%AB%A0/Discrimination%20and%20incorporation%20of%20Taiwanese%20Austronesian.pdf)

**University of California, San Francisco
Office of Diversity and Outreach**

What is unconscious bias?

Bias is a prejudice in favor of or against one thing, person, or group compared with another usually in a way that's considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

There are types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

It is important to note that biases, conscious or unconscious, are not limited to ethnicity and race. Though racial bias and discrimination are well documented, biases may exist toward any social group. One's age, gender, gender identity physical abilities, religion, sexual orientation, weight, and many other characteristics are subject to bias.

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

Unconscious bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values. Certain scenarios can activate unconscious attitudes and beliefs. For example, biases may be more prevalent when multi-tasking or working under time pressure.

<https://diversity.ucsf.edu/resources/unconscious-bias>

MODULE 2

Readings

读

Dú

<https://www.pri.org/stories/2016-08-03/taiwans-indigenous-people-finally-get-official-apology>

<https://minorityrights.org/minorities/indigenous-peoples-7/>

<https://thestarphoenix.com/news/local-news/regret-respect-and-reconciliation-the-struggle-of-taiwans-indigenous-peoples>

Reflection

3. Write your reflection based upon the article you just read.



MODULE 2

READINGS

读

Discussion 1 ^{Dú}

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

5. Describe your interactions with indigenous Taiwanese students.
6. Describe your interactions with immigrants.
7. What training have you received in preparation for the teaching profession to prepare you to work with students who are indigenous and immigrants?



MODULE 2

Explore

探索

Tànsuǒ

Look at each picture below of indigenous groups in Taiwan. Please provide your first thought for each picture.



MODULE 2

EXPLORE

探索

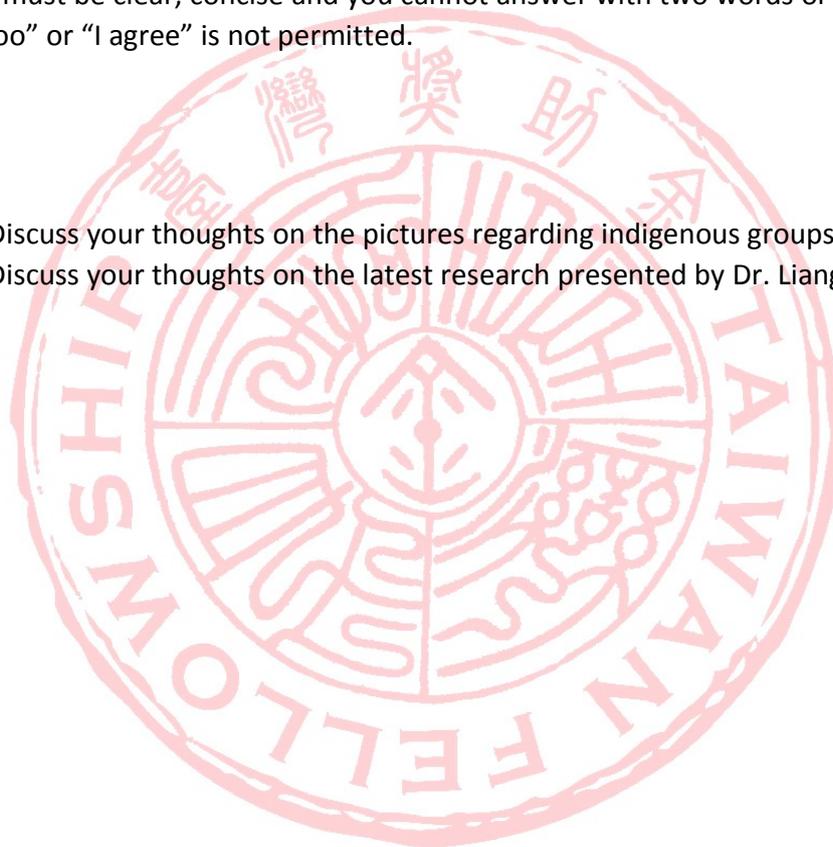
Tànsuǒ

Discussion 2

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

4. Discuss your thoughts on the pictures regarding indigenous groups.
5. Discuss your thoughts on the latest research presented by Dr. Liang-ping Jian



MODULE 2

EXPLORE

探索

Video

Tànsuǒ

Indigenous group

<https://www.youtube.com/watch?v=9cRI8FuK-YQ>

Immigrants

<https://www.youtube.com/watch?v=p6QrkKvscSM>

<https://www.youtube.com/watch?v=gPME2X16vhc>

<https://www.youtube.com/watch?v=SJeqfVxiP1g>



MODULE 2

EXPLORE

Discussion 3

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

2. What are your thoughts after watching the videos?



MODULE 2

APPLY 应用

Yìngyòng

Cross-curriculum -

Instruction is defined as "a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. The disciplines may be related through a central theme, issue, problem, process, topic, or experience" (Jacobs, 1989).

Develop a cross curriculum lesson plan (in groups of two) using the following (choose one):

Biology and indigenous groups

Ex: Describe phenotypic traits and genotypes; what differences are there with indigenous groups (use this lesson as a means to educate about the group, respect the traits discussed and celebrate the beauty of the group)

Geography and immigration

Ex: Describe transmigration and how groups moved to different locations.

Social studies and gender

Ex: What are gender norms in Taiwan?

Your lesson plan must include:

1. Objectives
2. Activity
3. Materials
4. Procedures
5. Adaptations
6. Extensions
7. Taiwanese Standards

MODULE 2

CONNECT 连接

Liánjiē

For this section you will be divided into focus groups of four.

Welcome to the educational justice focus group. Our topic is educational justice. The results of this focus group will be used to determine your understanding of educational justice.

Guidelines:

There are no right or wrong answers, only differing points of view. We are tape recording this session. We can have only one person speaking at a time within each group. We will be on a first name basis. You do not need to agree with others, but you must listen respectfully as others share their views.

1. We ask that you turn off your phones or pagers. If you cannot and if you must respond to a call, please do so as quietly as possible and rejoin us as quickly as you can.
2. My role as moderator will be to guide the discussion

Questions for focus groups:

1. What were you taught about indigenous groups growing up? What stereotypes did you hear?
2. What conscious biases did or do you have about indigenous groups in Taiwan?
3. What are gender roles in Taiwan? How do you feel about them?
4. What are your thoughts about immigrants in Taiwan?

MODULE 2

EVALUATE

评估

Pínggū

Talking Points

The talking points are for the instructor for this module.



Module 3

Pedagogy

教育学

Jiàoyù xué



Vocabulary for this Module

文化

Culture

Wénhuà

教学

Teaching

Jiàoxué

责任

Responsibility

Zérèn

反射

Reflection

Fǎnshè

领导

Leadership

Lǐngdǎo

语境

Contextualization

Yǔjìng



MODULE 3

Readings

读

Dú

<http://eds.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=28532462-65b4-4932-a8f4-dd1919ade86d%40pdc-v-sessmgr06>

<http://eds.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=5&sid=8ae7d76d-bb36-4b18-ada1-d5897dec026b%40pdc-v-sessmgr06>



Readings

读

Dú

Advocacy

Educational justice requires you to be an advocate. The following lists the types of advocacy you can focus your efforts:

1. In school advocate – advocating for educational justice inside the actual school. That is working with fellow teachers, administrators and parents. The goal is to ensure educational justice principals are followed and seek to get support from the administrators. There should be 100% buy in from teacher, administrators and parents.
2. Policy advocate – advocating for educational justice with local elected officials. This includes superintendents, mayors, school board elected officials, council members etc. This type of advocacy requires you to attend meetings with your elected officials and request to serve on boards. Your job is to ensure education remains at the forefront of the city in which you teach. You must advocate for equal funding, accessibility, safe places, etc.
3. Community advocate – advocating for community input is the goal for this type of advocacy. That is you must rally the community to advocate for educational justice. This is a grassroots effort, in which you will make consistent messages concerning educational justice and what is needed in your school. This means talking to local shop owners and posting flyers about educational issues. You will organize community meetings to talk about education.

Principles of educational justice

EJC is a grassroots effort working with community leaders and educators to diminish the achievement gaps and opportunities for k-12 and higher education students regarding low-income groups, minority, disability English language learners and combating gender inequalities. EJC also works to educate and empower communities to improve the over well-being of those that are underserved and overlooked. EJC works with elected officials to bring about policy change in order to demand quality education for all.

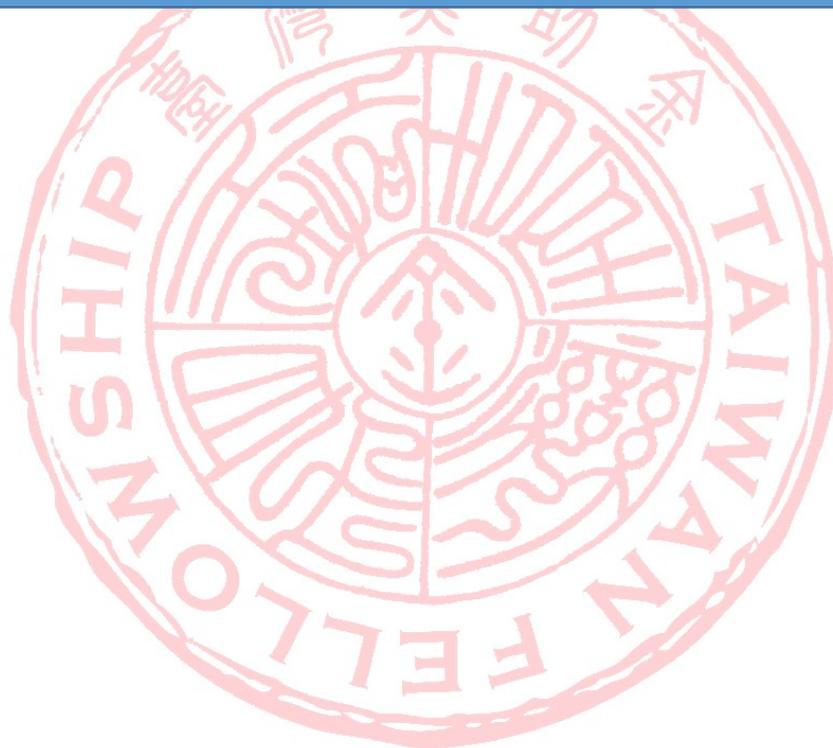
Readings

读

Dú

Educational Justice Concepts

| | | |
|----------------------------------|----|-------------------------------|
| Exclusion | vs | Inclusion |
| Language Barrier | vs | Language Support |
| Poorly Trained Teachers | vs | Properly Trained Teachers |
| Harmful Educational Environments | vs | Safe Educational Environments |
| Outdated Curriculums | vs | Updated Curriculums |
| Inadequate Materials | vs | Adequate Materials |
| Cultural Incompetence | vs | Cultural Competency |
| Exemption | vs | Responsibility |
| Opposition | vs | Advocacy |



MODULE 3

READINGS

读

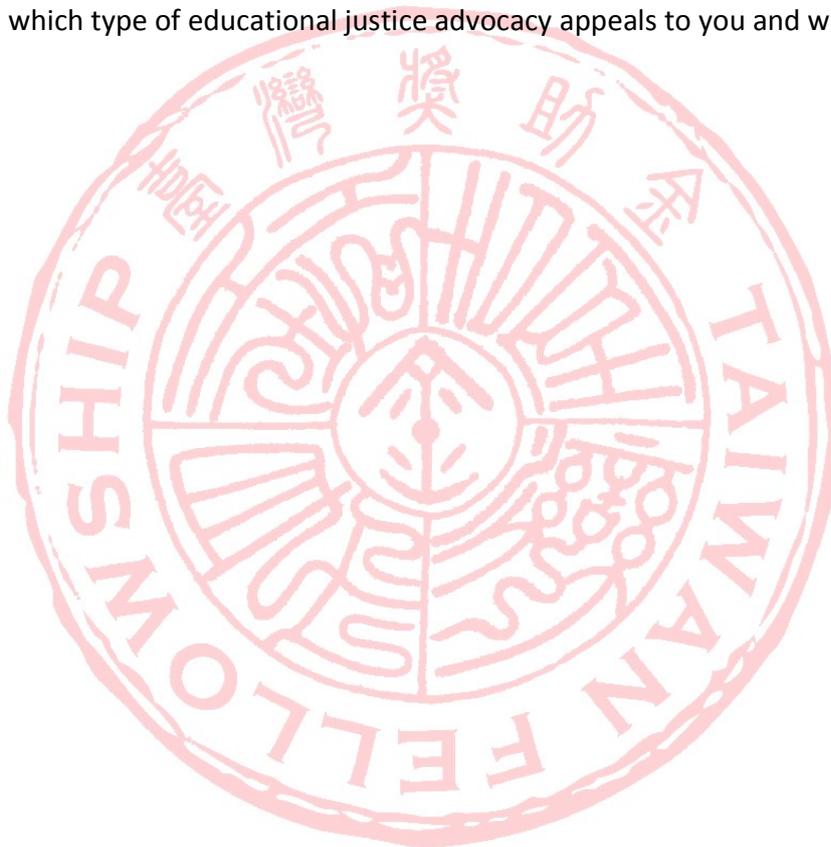
Dú

Discussion 1

You must participate in the discussion forum and provide your thoughts on the topic proposed. Your discussion must be clear, concise and you cannot answer with two words or less. Thus, the response “me too” or “I agree” is not permitted.

Consider this

8. Describe which type of educational justice advocacy appeals to you and why.



Explore

探索

Tànsuǒ

Video

<https://www.youtube.com/watch?v=vECTjyO1bXU>

Aboriginal children in the elementary school in Hsia Yun village learn English in my class in Fuxing District, Taoyuan County. In the early 1990s, the education system in Taiwan started focusing on the improvement of English

<https://www.youtube.com/watch?v=8Wnnpwkdvk>



Connect

连接

Liánjiē

What is Contextualization?

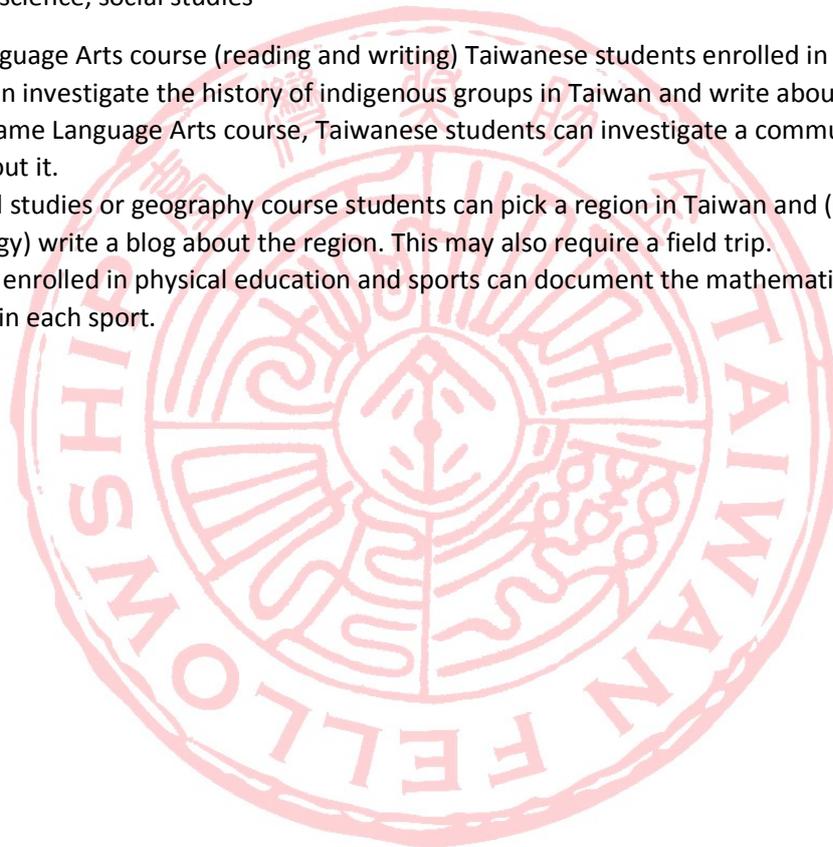
Contextualized teaching and learning (CTL), or the concept of relating subject matter content to meaningful situations that are relevant to students' lives, offers one promising approach to helping students learn more effectively.

Contextualized Teaching and Learning Handout | October 2009 | www.rpgroup.org/css/CTL.html Study authors: Elaine DeLott Baker, Laura Hope, and Kelley Karandjef

Consider this:

Language, math, science, social studies

1. For a Language Arts course (reading and writing) Taiwanese students enrolled in secondary school can investigate the history of indigenous groups in Taiwan and write about it.
2. For the same Language Arts course, Taiwanese students can investigate a community issue and write about it.
3. For social studies or geography course students can pick a region in Taiwan and (using technology) write a blog about the region. This may also require a field trip.
4. Students enrolled in physical education and sports can document the mathematical concepts involved in each sport.



Connect/Apply

连接

Liánjiē

应用

Yingyòng

Activity:

Think of a contextualized activity for your students. Write lesson play using contextualized learning. Teach the lesson to entire group.



Evaluate 评估

Pínggū

Reflection:

Teaching responsibly

In order to teach responsibly, you must first know your responsibilities as an educational justice teacher. This goes back to the Educational Justice concepts.

Educational Justice Responsible Teaching Checklist

1. I routinely practice inclusion in my classroom.
2. I routinely make accommodations, adapt when necessary and make modifications for my students.
3. I provide language support for students who need it.
4. I routinely use contextualization to increase the learning effectiveness.
5. I attend professional development seminars, workshops to stay up date on educational trends; especially regarding educational justice.
6. I provide a safe environment for my students.
7. I routinely ensure I am using the most updated curriculum.
8. I possess an adequate level of cultural competency. I have taken part in training sessions regarding culture.
9. I advocate for updated materials for my class.
10. I advocate for equal opportunity for my students.
11. I write reflections daily on my teaching.

HOW TO BE A REFLECTIVE PRACTITIONER

Wisconsin Lutheran College A **reflective practitioner** builds and examines knowledge about learners, the culture and curricula of schooling, and the contexts in which **teaching** and learning occur; such a **practice** assists an educator to simultaneously renew, invigorate, and maximize the **teaching** process.

https://www.wlc.edu/uploadedFiles/Content/Academics/Programs_of_Study/Undergraduate_Programs/Education/Teacher-Education-Handbook-AppendixG-Reflective-Practitioner.pdf



Module 4

Assessment

评定

Píngdìng



Vocabulary for this Module

失能

Shī néng

assessment

偏压

Piān yā

bias

伦理

Lún lǐ

ethics



Readings

读

Dú

Readings: article on assessment bias

<http://eds.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=6&sid=4fef4536-2a75-4380-a8fd-3a77ff82a6f2%40sdc-v-sessmgr04>

Connect: Assessment bias in the classroom (video)

<https://www.youtube.com/watch?v=Tzb-dukXfEs>



Explore

探索

Tànsuǒ

Consider this:

What causes test bias?

Test bias occurs when a **test** item or entire **test causes** students of similar abilities to perform differently because of their ethnic, cultural, religious, or gender differences.

PROVIDE EXAMPLES of test bias:

Have the work in groups of three to review test examples and provide feedback and corrections.

Tai Chi is a Chinese martial art that is relaxing, but can be strenuous. Therefore Tai Chi is best performed in the morning.

520 is used for 我爱你 (wǒ ài nǐ), which means "I love you" in Chinese. Sometimes Chinese people prefer texting this to each other as opposed to saying the phrase, "I love you"

1314 (yī sān yī sì) - 1314 represents 一生一世 (yī shēng yī shì), which literally translates to "one life one world". This is often combined with 520 to get 5201314, or "I love you forever".

555 (wǔ wǔ wǔ) - 555 represents 呜呜呜 (wū wū wū), which is the sound of crying.

Connect/Apply

连接

Liánjiē

应用

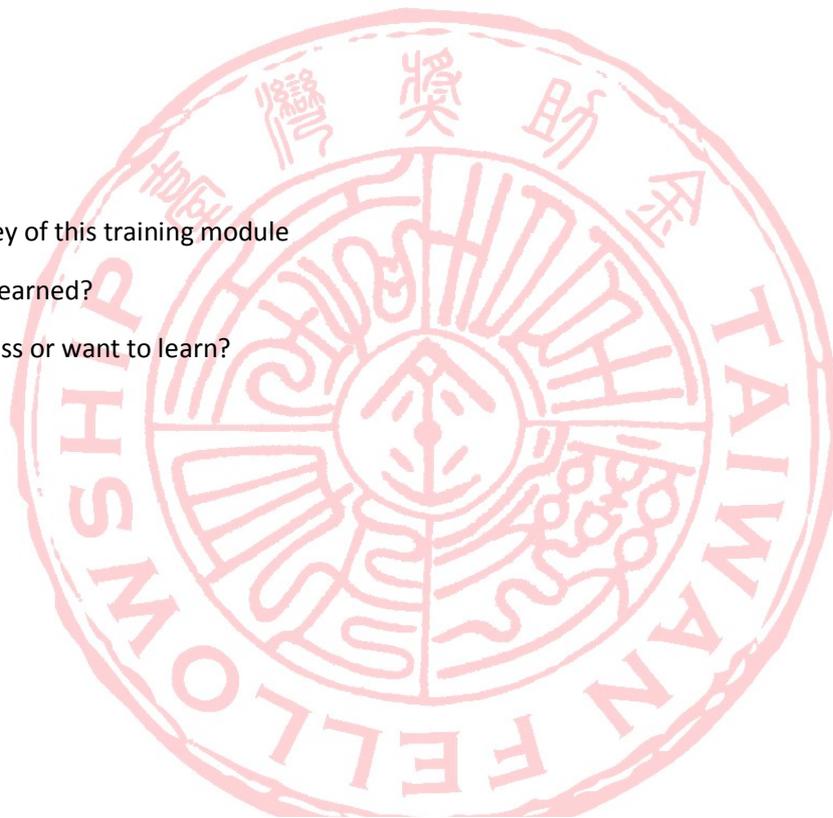
Yingyòng

Reflections:

Satisfaction survey of this training module

What they have learned?

What did they miss or want to learn?



EVALUATE

评估

Píngū

Assignment: Develop your own assessment to be used for your students in Taiwan.



VI. Research

The following section is the research I conducted after developing the Educational Justice curriculum and administered training to teachers in Taiwan.

Research Design

The research used a qualitative, cross-sectional and non-experimental design to determine the attitudes of the participants of the Educational Justice curriculum in Taiwan.

There were five participants that took part in the training using the Educational Justice curriculum. The participants were chosen from the department chair at the University of Taipei. The participants were graduate students majoring in Education at the University of Taipei. The participants were also teachers at the k-5 level. Two participants were math teachers. One participant was a kindergarten teacher. One participant taught science. The last participant was just taking part in student teaching and preparing to be a teacher.

The participants participated in a five-hour long training session with an hour break for lunch. Training started at 9:00am and a lunch break was at noon. The participants came back to the training at 1:00pm and the training ended at 3:00. At the end of training, the participants received a stipend of \$50 USD each for their participation.

Data Collection

At the end of the training session, the participants participated in an interview and focus group to determine their attitudes after participating in the Educational Justice curriculum training. The participants were asked the following questions in the interview:

1. What are your thoughts regarding inclusion after participating in the Educational justice curriculum training?
2. Did you learn anything new after participating in the Educational justice curriculum training?
3. How does the U.S. educational system compare to that of Taiwan?
4. What are things you would change in Taiwan regarding inclusion?
5. Do you believe as a teacher you receive efficient support to work with students with disabilities in Taiwan?

For the focus group the participants were asked the following:

1. What are your thoughts about the modules in the Educational justice curriculum training?
2. Is there anything you would like to add to the Educational Justice curriculum training session?
3. Are you willing to adopt the new concepts and include them in your classroom after participating in the Educational Justice curriculum training?

Results

The results yielded common themes for the participants. The following are the common themes from the interview and focus group questions:

1. All of the participants believed the Educational Justice curriculum training was helpful.
2. All participants agreed to use what they learned from the Educational Justice curriculum training in their classrooms for the upcoming year.
3. All participants learned something new regarding inclusion after participating in the Educational Justice curriculum training.

4. Two participants stated there were issues in Taiwan regarding inclusion. One participant stated that Taiwan is making progress to address inclusion in the classroom.
5. Two participants had students with a disability in their classroom.
6. One participant stated there is not enough support from the Taiwan educational system to work with students with disabilities.
7. All participants agreed more should be done to work with indigenous groups in Taiwan.
8. None of the participants had students that were indigenous in their classroom.
9. All participants wanted to learn more about the indigenous population in Taiwan.
10. All participants were satisfied with the training of the Educational Justice curriculum.

Conclusion

Based on the training of the teachers in Taiwan, the Educational Justice curriculum proved to be a great start to creating leaders for inclusion in the classroom. The results and the satisfaction of the participants suggests that further training is needed. Therefore, additional modules will need to be developed and the training will need to last longer. It was also suggested that more teachers in Taiwan should participate in the Educational Justice curriculum training in the future. Thus, I will be applying for another MOFA Fellowship in Taiwan in order to increase the number of teachers trained.

