



Creating a learning community for all, including Asperger's children

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Overview

- ❖ *Schools as a learning community*
Chun-Yi's reflection on working with 2 groups of 8 elementary schools in Taiwan
- ❖ *A Basketball class*
Curriculum design
- ❖ *A Social Studies class*
Peer learning with an Asperger's child

Working with schools as *a learning community*



- ❖ Supported by DoE, Taipei City Government
- ❖ 8 schools (Principal Xing)
- ❖ Teachers take turn to open their classrooms for observation and lesson study
- ❖ Meet once a month at a different school

What we *learned* and continue *to learn*

- ❖ Becoming open to open one's classroom
- ❖ Asking colleagues' input
- ❖ Observing student learning (and not learning)
- ❖ Sharing stories of a class
- ❖ Appreciating teachers' effort



What we *found* and what's *coming*

- ❖ Who opened a classroom: novices or experts
- ❖ Number of teacher participants
- ❖ Role: from observers to designers and observers
- ❖ Need to stay engaged in SLC as a support for educational reform in Taiwan

- ❖ Meet with the **group of teachers** who participate in curriculum design a month before
- ❖ Goal is to help design **Jump** in core competencies-oriented curriculum design
- ❖ Foster teachers' learning **Community**
- ❖ Send **highlights**

The *basketball* class



Sheng-Shun Chang, Director of Da Zhi Elementary School







2:3 or 3:3

Offense and Defense

1 person: 1 point

Collaboration: 3 points

Defense: Close
Offense: Open



the *social studies* class

- ❖ 4th grade
- ❖ Ms. Kate
- ❖ Historic sites in hometown
- ❖ History of the school
- ❖ 26 students



- ❖ Class began with *Teacher* showing an old school photo. Ss guessed where, when, who, what...
- ❖ “How is it different (or similar)?”
- ❖ Main Activity: Ss presented their posters “history of the school” and discussed how and why





Groups taking turn to present and interact with peers

T: What's their strength here?

B: Timeline is very clear

A: Pictures are too small! T smiled and repeated.

A: Ah! Teacher, if I wear different prescribed glasses, would they help me see those clearly?

Sequence: Briefly introduce the team, the topic, present their work, and thank the audience





After three groups presented...

A: Do not read the words.

C (agreed): You are presenting the poster not reading it.

A: Do not read your topic! (upset)

Not a group has learned it.

T: A is saying... but it is common for children to feel nervous on stage. Perhaps we can invite A to teach us presentation skills on another time.

At the last group's presentation...

A: You made a mistake. It wasn't called 中原國民小學, it was called 中原國民學校。

T asked the strength of the presentation.

E: They were not affected by A. They kept presenting at a good speed.

A: I reminded him. Don't you talk, idiot.

T: A, you can help me explain ...

Creating a learning community for all

- ❖ AS challenge in LC
(emotion, distraction, lack of social skills)
- ❖ Not uncommon to “train” to stop the “interruptions”
- ❖ They are Gifts from the heaven
- ❖ Education for all not just for the majority



- Levels of Understanding
- Lack of social skills
- Reach each other from Both ways

~Education is not preparation of life; education is life itself. John Dewey~



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Thank you so much!