

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*



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- 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

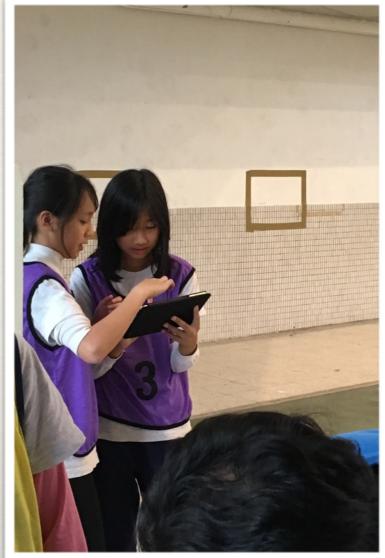
The basketball class

Sheng-Shun Chang, Director of Da Zhi Elementary School











2:3 or 3:3 Offense and Defense 1 person: 1 point Collaboration: 3 points

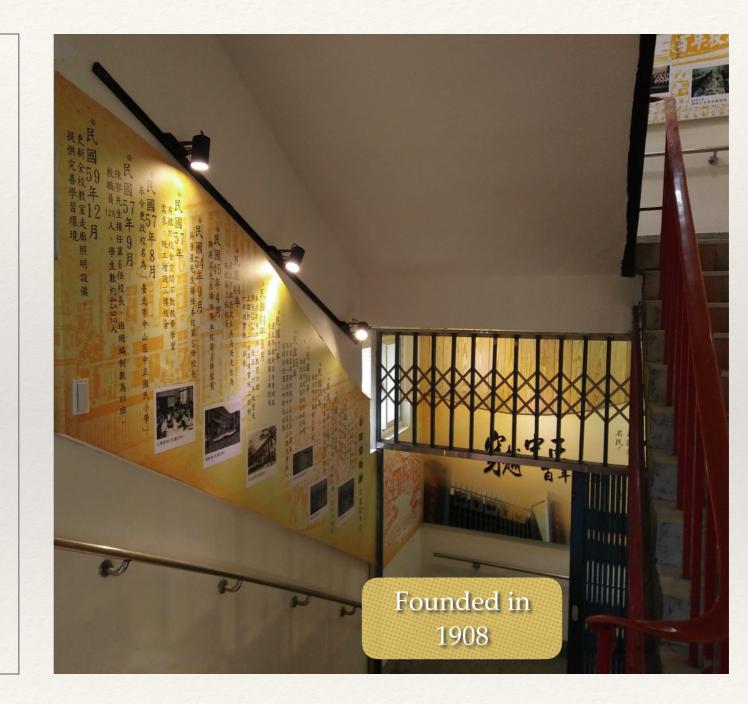






the social studies class

- * 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 <u>it is common</u> for children to <u>feel nervous</u> on stage. Perhaps we can <u>invite A to</u> <u>teach us presentation skills</u> 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 <u>explain ...</u>

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!

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