

# Teachers' Perspective on Mixed-age/multi-grade Instruction in Taiwan

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In recent years, education implantation in rural areas has become one of the most discussed issues worldwide. Among various proposed strategies, mixed-age/multi-grade teaching is considered the most effective one. Therefore, a large-scale survey was conducted in the current study to explore teachers' perspectives on and experiences in mixed-age/multi-grade teaching.

Our survey results showed that Taiwanese teachers mainly adopted "whole-class teaching" when conducting mixed-age/multi-grade teaching. The commonly-seen challenges were "how to implement mixed-age/multi-grade teaching in the classroom" and "how to deal with issues related to student learning". While teachers perceived the need to overcome certain challenges, they were also aware of the importance of improving and adapting their instructional approach to accommodate this growing trend. The study's findings revealed Taiwanese teachers' perspectives on implementing mixed-age teaching and are expected to offer insights for future research in rural education and policy.

Keywords: small schools, teachers' perspective and experiences, mixed-age/multi-grade teaching

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