

Using Ecological Livelihood Activities to Integrate Environmental Education Issues into Teaching:

The Example of a Mini Tour to Five Way House in Feng-Tian Village, Hualien

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Cross-domain integration, life practice, and environmental sustainability (SDGs) are topics of concern and active practice within Taiwan's education recently at various stages. This study uses developing learning cases in a rural community in Taiwan as an example to explain the achievability of the two broad targets: (1) the integration of local life and ecology, and of livelihood with environmental education curriculum and teaching; and (2) a stirring up of the conversion of community resources and promotion of the construction of cross-regional learning communities through the operation of "rural education trips."

An outlining of the current condition bound with environmental education in Taiwan was first introduced. Then a clarification about the situation of "integrating social issues in instruction" in school curricula and teaching practice followed. Next, a proposal on a theoretical approach to the place-based environmental education under a critical ethnography and action research was applied to explore how an environmental education development could be emphasized with the livelihood. It is a development to respond to the characteristics of rural areas and the situation of children from low socioeconomic backgrounds, in order to get those students to be "lifted" through the learning process.

This case study integrating the school-type education with a non-school-based experimental education, which not only responds to the challenge of "issue integration" in the new Curriculum Guidelines in Taiwan from 2019, but also contributes to the "common good" action expected by its 12-Year Basic Education.

主題文章

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