Creating bonds and support through working together:
Community-engaged Curriculum Design as a Collective Activity to Trigger Transformative Action in the Future

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Introduction

It is a “mission impossible” to transform the local education in such a disadvantaged rural area. But this is the right thing to do. Let's keep at it!

-Local elementary school Principal
project-based research team to ultimately reverse the effect of disproportionality through community engagement, learning, and service delivery by campus-based faculty and staff. Community work and related engagement started since 2014.

curriculum design (since 2015 Spring): as one experiment to cross boundary

Change Lab: designed to expand the implementation, interdisciplinary and trans-disciplinary curriculum

research questions:
(1) in what ways did multiple stakeholders engage in the curriculum design process?
(2) what is the pathway through which transformative vision or actions emerge?
Rationale of Community-Engaged Curriculum-Design

2.3.1
learning as an entrepreneurial process

local (economic) development is an alternative way to cope with the challenges of a globalizing world

initiating Transformative Scenario Planning and related participatory methodology

created a kind of social space for multi-stakeholders (students, community associations, facilitation volunteers and community leaders) to enact entrepreneurial activities that weave together relationships and resources
Research framework for engagement
TSP & ToP methodology

TSP is provide a practical model that people can use to be proactive, shape the future, and bring about transformative change.

- Step 1: Team Building.
- Step 2: Observe what is happening
- Step 3: Future Scenario Planning, construct stories
- Step 4: Discover "what can be done" or "must be done"
- Step 5: Transform system through action
Transformation Scenario Planning

1. Team Building 成立團隊
   Case Scope 核心、範圍

2. Observe What is Happening
   觀察現況

3. Construct Stories 創造故事

student participation curriculum formulation
community result I/you/we collaboration

4. Discover what can must be done
   發現哪些是可以、必須做的事

5. Transform System Through Action
   透過行動轉化系統

成立團隊深度基礎 Depth Foundation For Team
Implementing the transformative social process
Phase 1. Internal organizing
Period 2015.10-2016.02

Period: 2015.10-2016.02

Period: 2015.11-2016.03
Phase 2. Searching for the core (with whole system)  
Period: 2016.04-07

forging social bonds by mobilizing residents by calling up memories and symbolic experiences...discover collective identities and foster citizen involvement in development
Discovering our village, sharing our stories: Vibrancy of Life Workshop
Children have their stories from community exploration and excursion

They are the hosts that welcome people who come for the reunion
意象・左鎮

尋根·開創／跨領域課程地方探究場域工作營

共學分享會

2017.01.07 @左鎮國小與周邊聚落
09:30-15:00
Phase 3.
Period: March, 2017~
Analysis and discussion
Personal transformations that lead to becoming a social innovation actor
as individuals (like the elementary school Principal, undergraduates, teachers, and members of the academic staff) gained a new insight or clarity of intention, they felt empowered to move toward the intentions they discerned. In some cases, this meant the emergence of new coalitions or new stakeholders.
Agency and change in diverse stakeholders (starting at 2015)

**Stakeholders**
- Local villagers

**Existing Agency**
- interest/power/capacity

- ▲ Survival issues (economics and tourism)
- ▲ Looking for medical services/lack of self confidence
- ▲ Low intensity of community engagement

**During the TSP participatory process**
(July 2 workshop as a check point)

- ▲ Factors affecting community development identified
- ▲ Grouping "internal community building" as core target

**Impacts of TSP on the participatory process**

- Struck by typhoon (focus on survival issues)
Stakeholders

Existing Agency
→ interest/power/capacity

During the TSP participatory process (July 2 workshop as a check point)

Impacts of TSP on the participatory process

Local CDA
Promoting local products as a resource to convince residents that they are capable of generating the resources needed to make change

▲ Factors affecting community development were identified.
▲ Grouping "internal community building" as core target
▲ 5 years of strategy created (mainly on action plan level, not strategic level)

CDA secretary had more systemic thoughts about community development issues. less opportunities to co-created shared vision with other local actors. Therefore CDA reinforced their prioritization of development

CDA proposed what is their preferable scenario five years into the future
**Stakeholders**

Existing Agency

→ interest/power/capacity

Elementary school

Culturally responsive and place-based education

**During the TSP participatory process**

(July 2 workshop as a check point)

Students increased learning incentives/local knowledge through placed-based experiential program tailored for them.

**Impacts of TSP on the participatory process**

The Principal invited to engage in long-term collaboration on rural education (engaged in a teachers' professional community on campus restoration with AHA

**Students (NCKU)**

▲ Cross-disciplinary connections
▲ Doing projects on their own
▲ Some might look for credit only.

▲ Learning and implementing the Social Design Process
▲ Self and group reflection
▲ Team work and conflict resolution
▲ Intercultural/generational communication skills

▲ students become student coaches
▲ Nurturing the heart of social entrepreneurship
Stakeholders

Existing Agency
→ interest/power/capacity

During the TSP participatory process
(July 2 workshop as a check point)

Impacts of TSP on the participatory process

Teachers (NCKU)
Transforming professional education/liberal education

▲ Collaborative teaching
▲ Transforming a lecture class to the studio

Nurturing professional beliefs supporting the idea that they are self-equipped to engage in rural planning

Academic staff
Transforming service learning program/doing something good

Intra-collegial boundary work (negotiate course engaged in the community)

▲ Affirming authentic service learning ethics
▲ More engaged in boundary crossing work
actors learn to identify different internal parts of themselves in conversation with each another. Scale model and Design Thinking educational program deepened understanding of social relationships and indigenous knowledge of traditional housing and construction.
Pathways to transformation
Stage 1

Entry point: education for future generation

▲ The University’s intentions:
△ learning for their students; research data on behalf of the different fields being explored
△ creating a connection structurally between the community and university and building a relationship for the students with communities in Taiwan.

▲ The CDA with an intention resource or strategies for improvement.

▲ The authors work collaborate to learning and practicing methods in the community supporting the curriculum to go beyond a “field trip” mentality to a collaborative and participatory process engaging the community, the students, the faculty and the facilitators; to explore new approaches to community engagement.
Stage 2

Co-working

Sharing methods of participatory process.

Stage 3

Co-sensing

gather and analysis more holistic perspectives on community current realities and needs, and evaluated critical driving forces (positive and negative)
Stage 4

Co-creating

Transformative opportunity to co-create visions.

“Public outdoor stadium”
participatory design x maker education
cultural responsive x Traditional construction

“Cultural renaissance”
intercultural exchange x youth empowerment
x local development

“visions of the village”
CDA staff and volunteers discuss their preferable vision 5 years from now
Visions of students’ organized team:

- Co.Co Learning Team
- Childrens’ Dreams Come True Team

Children

Community-assets building and resiliency

Geographical community

Cultural identity

N cross-cultural communication

Creative learning: cultural responsive/place-based

HOME

学校

children

學校

school

社區

Geographical community

社會

Community-assets building and resiliency
Curriculum-mediated collective strategies for local development towards sustainability
Table 3. collective strategies for local development  
(started from 2015)

<table>
<thead>
<tr>
<th>Collective strategies for local development</th>
<th>The work of NCKU HISP project</th>
<th>Tool development</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>enterprise clusters</td>
<td><strong>Partnership building</strong> with community association and other local actors (which has devoted to develop self-organized local tourism and catering services)</td>
<td><strong>Dialogue</strong> on partnership building and problem identification (about disproportionality)</td>
<td>Invited local actors as committee to identify strategies for local development and co-create curriculum</td>
</tr>
<tr>
<td>local production systems</td>
<td><strong>students’ and TA’s participation</strong> in Humanitarian Architecture class, Social design class, with follow-up workshops and curation</td>
<td><strong>Curriculum for transition design</strong></td>
<td>Contextually organize personal networks and environmental resources on traditional architectures and community education</td>
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<td>systems of innovation</td>
<td>Integrate local actors, NGOs as well as intra-collegial (staff and faculty) collaboration</td>
<td><strong>Change Lab</strong> (Transformative Scenario Planning and related participatory process)</td>
<td>Creating local platform that engage “whole system” actors to co-sensing, co-evolving futures scenarios and actions with societal concerns</td>
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partnership research on community-engaged curriculum design with local actors create an opportunity to lead change through transform thyself, therefore effect change while working with others.
muku alili ！

Thank you for your listening~

Heart feels like beautiful scenery
Painted by Lin Rung Chi (age: 10)