

**tabe ! Mariyang Wagi !**

**Creating bonds and support through  
working together:**

**Community-engaged Curriculum Design as a Collective Activity  
to Trigger Transformative Action in the Future**

Yahui Fang (Vurel)

Lawrence (Larry) Philbrook

Evelyn Philbrook



人情為瓦  
共作為樑



# Introduction

1

*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!*

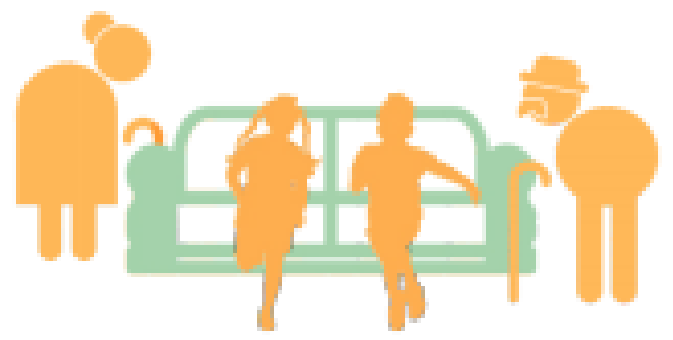
*-Local elementary school Principal*

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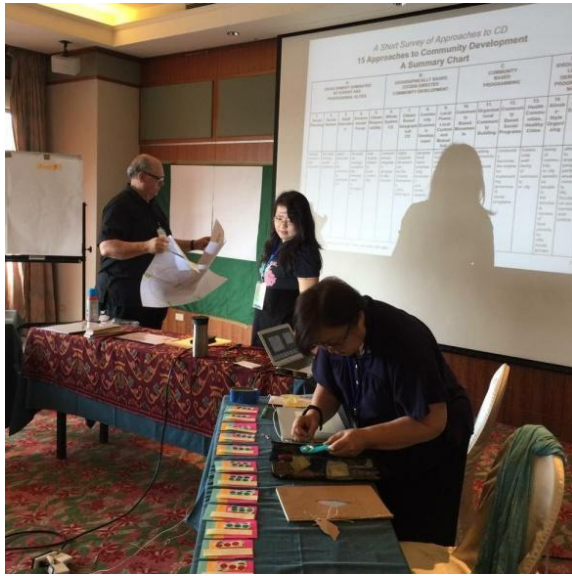


- Q project-based research team to ultimately reverse the effect of disproportionality through community engagement, learning, and service delivery by campus-based faculty and staff. Community work and related engagement started since 2014
- Q curriculum design(since 2015 Spring) : as one experiment to cross boundary
- Q Change Lab :designed to expand the implementation, interdisciplinary and trans-disciplinary curriculum

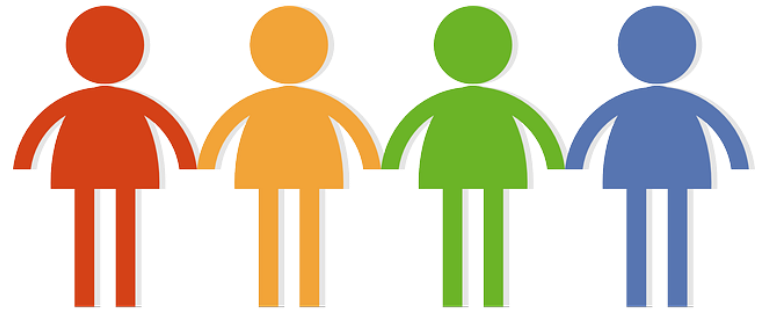
research questions:

- (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?

2.3.1



# Rationale of Community-Engaged Curriculum-Design





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

2.3.2






# 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"
-  Step5: Transform system through action

Transformation Scenario Planning  
轉化型情境規劃

① Team Building 成立團隊  
Case Scope 核心、範圍

② Observe What is Happening  
觀察現況

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

③ Construct Stories 創造故事

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

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

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

Yipor-Jui

#### 主辦單位：

成功大學人文社會科學中心、成功大學人文創新與社會實踐計畫  
成功大學教務處、校級服務學習推動小組

#### 指導單位：

科技部、教育部青年發展署

#### 參與課程與學生社群：

社區規劃與地方營造(都計系)、自由軟體與社群發展(資工系)  
社會設計的方案規畫與實踐(通識中心)  
1041人道建築與在地實踐學生自主社群

#### 工作營籌備網絡：

成功大學人文創新與社會實踐計畫課程支援小組  
成功大學校級服務學習推動小組  
台灣文化事業學會執行長Lawrence Philbrook與Evelyn Philbrook  
都計系張秀慈老師、資工系楊中平老師  
創制工作室林志育執行長、台灣義築協會簡志明執行長  
台灣服務科學學會葉碩暉總監  
台灣開放街圖社群組織黃裕翔副理事長  
專業引導師蕭燕如、薛碧雯  
朝邦文教基金會

#### 在地網絡：

公館社區發展協會、左鎮國小、左鎮國中、岡林教會、樹谷文教基金會  
(依筆畫順序)

地方探索 2016年4月29日-5月1日

情景規劃 2016年 7月2日



南方學



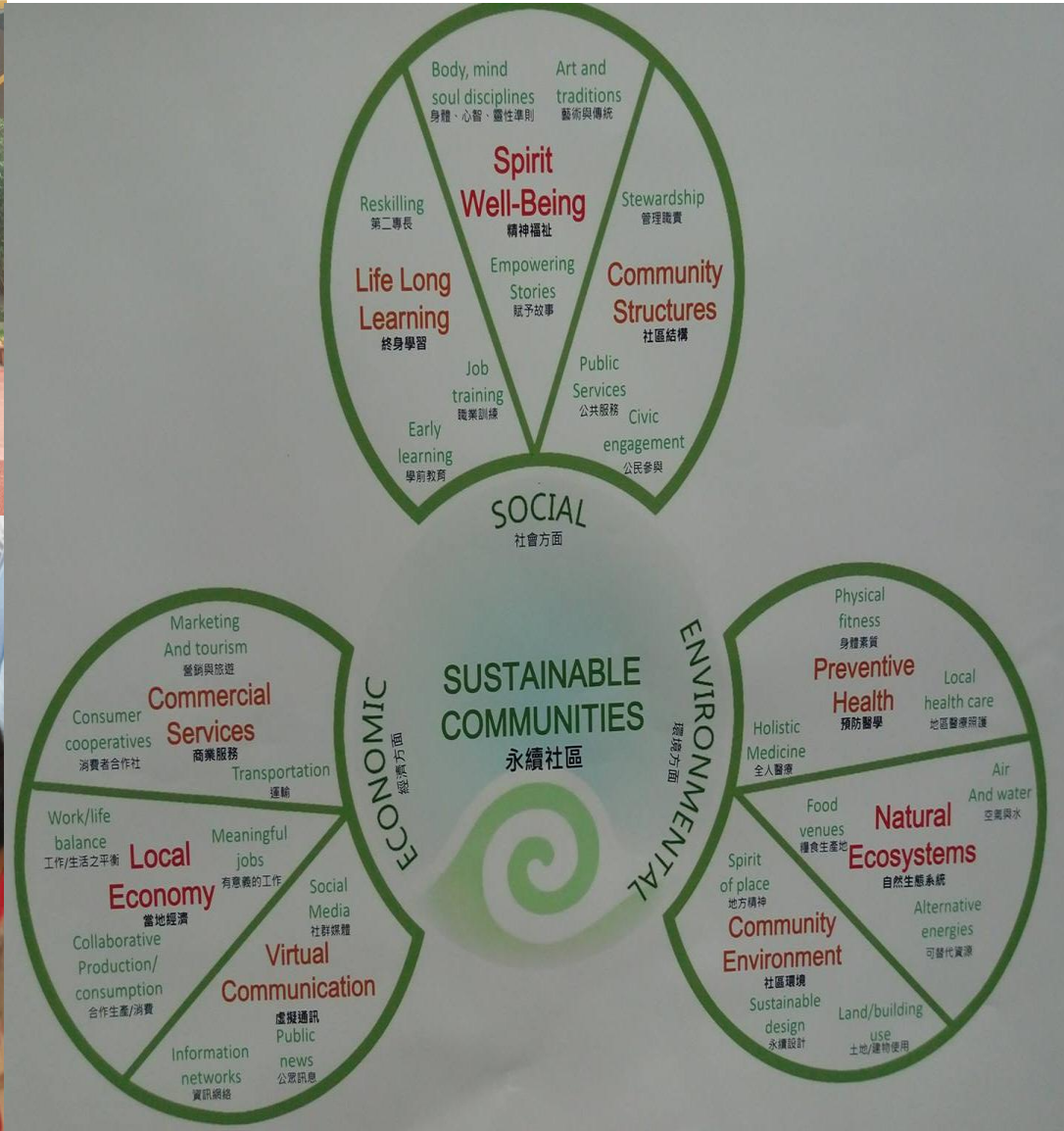
成大HISIP團隊

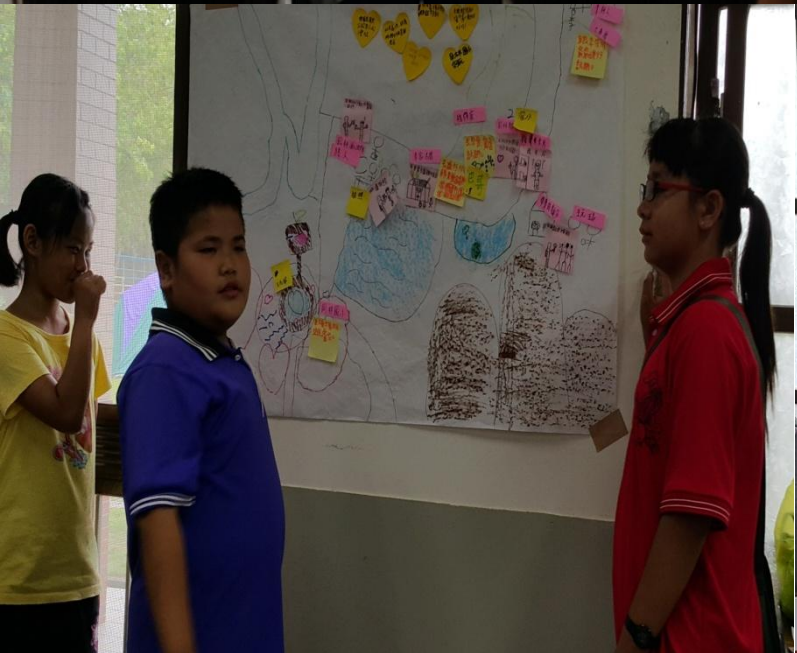
## 2016 穀雨-夏至 台南·左鎮

探索我們的所在，分享我們的故事

在地韌性工作營

營隊手冊







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

主辦單位：

成功大學人文創新與社會實踐計畫  
校級服務學習基地小組

指導單位：

科技部、教育部青年發展署

協辦單位：

左鎮國小  
公館社區發展協會  
左中社區照顧關懷據點日間托老黑皮學園



山村有教室

服務學習及青年公益行動者培力計劃

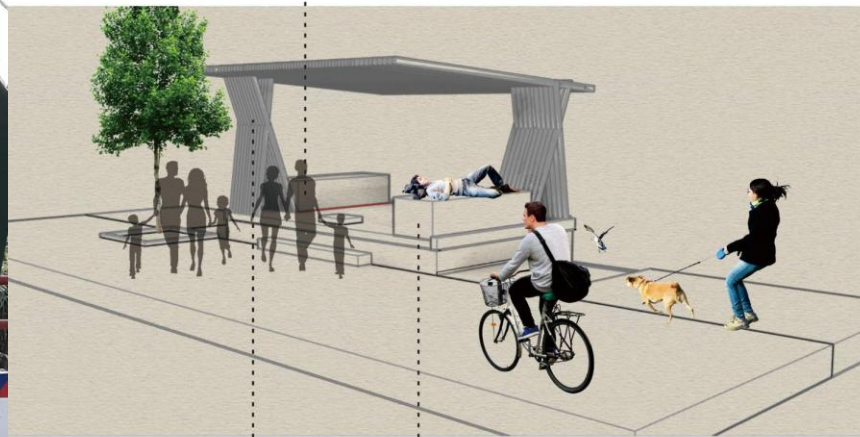


# Phase 3.

Period: March, 2017~



石籠構造

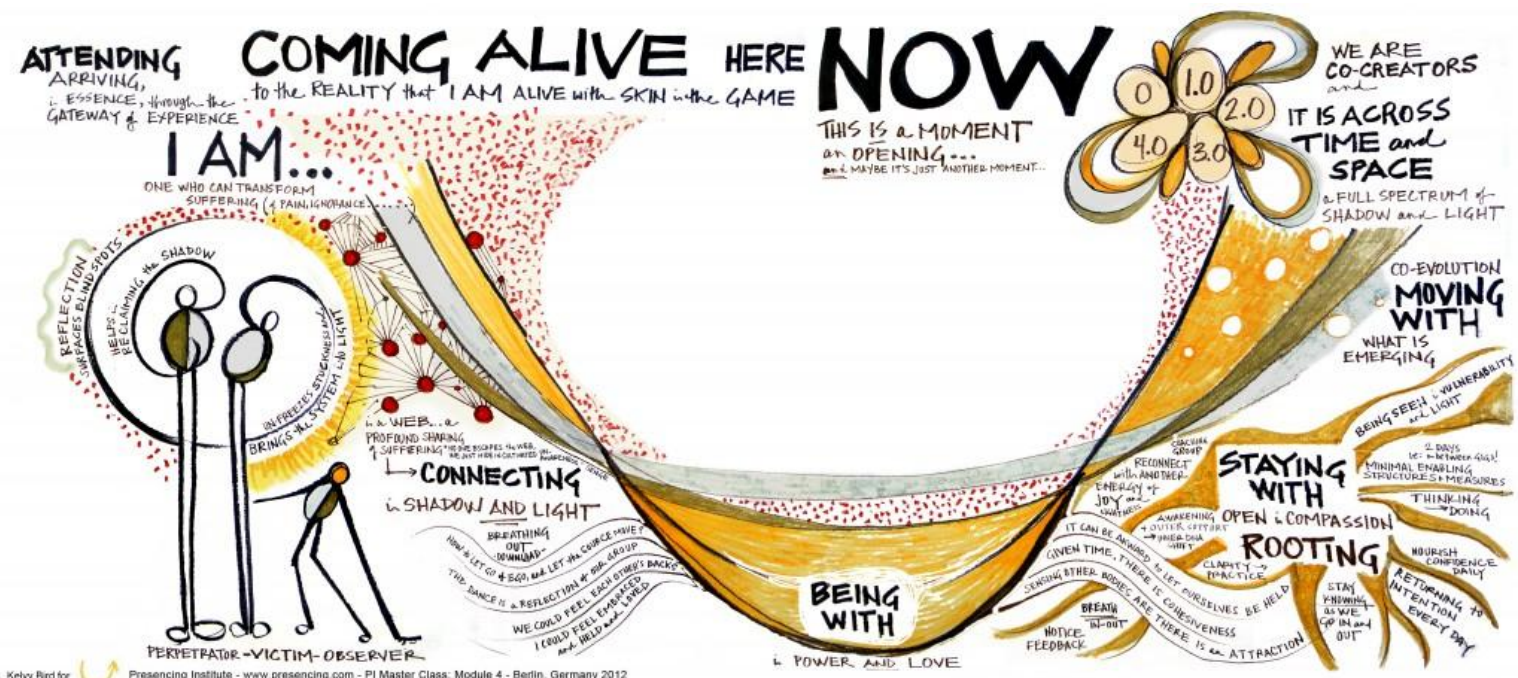


木構造 土塙構造

# 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

### 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 villagers

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

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

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

### During the TSP participatory process

(July 2 workshop as a check point)

### Impacts of TSP on the participatory process

## Elementary school

Culturally responsive  
and place-based  
education

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

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)

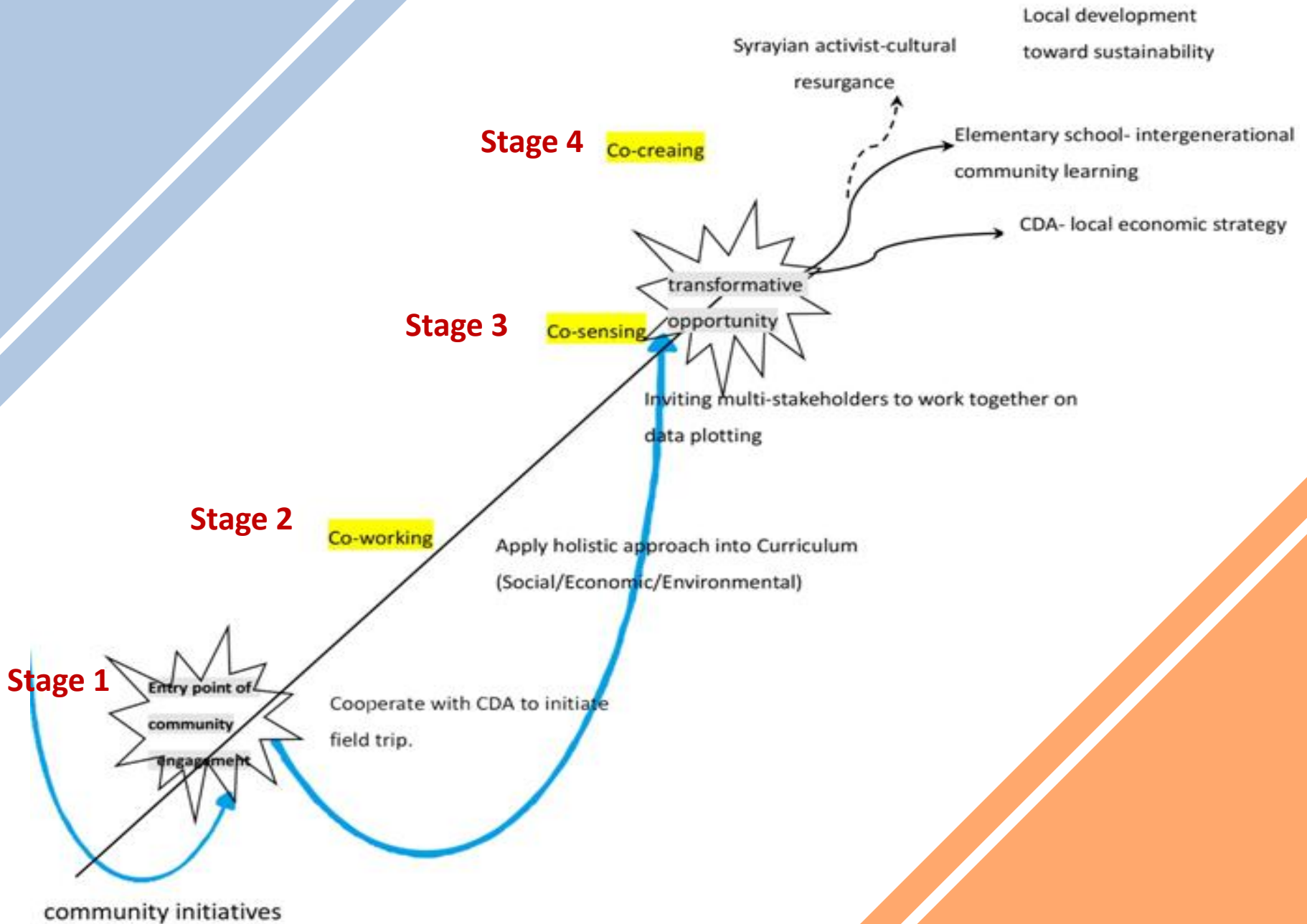
- ▲ Affirming authentic service learning ethics
- ▲ More engaged in boundary crossing work



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





A graphic for 'Stage 1' featuring a stylized globe with a blue top half and a green bottom half, with a white path winding through it. The text 'Stage 1' is written in a large, bold, black font over the globe.

# 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.



participatory design x maker education  
cultural responsive x Traditional construction



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  
學童

Community-assets building and resiliency

社區是我們的學校  
是我們的家

HOME

社區

社區

Geographical community

Cultural identity  
N cross-cultural communication

學校

school

Creative learning :cultural responsive/place-based

Curriculum-mediated  
collective strategies for local  
development towards  
sustainability



# Table 3. collective strategies for local development

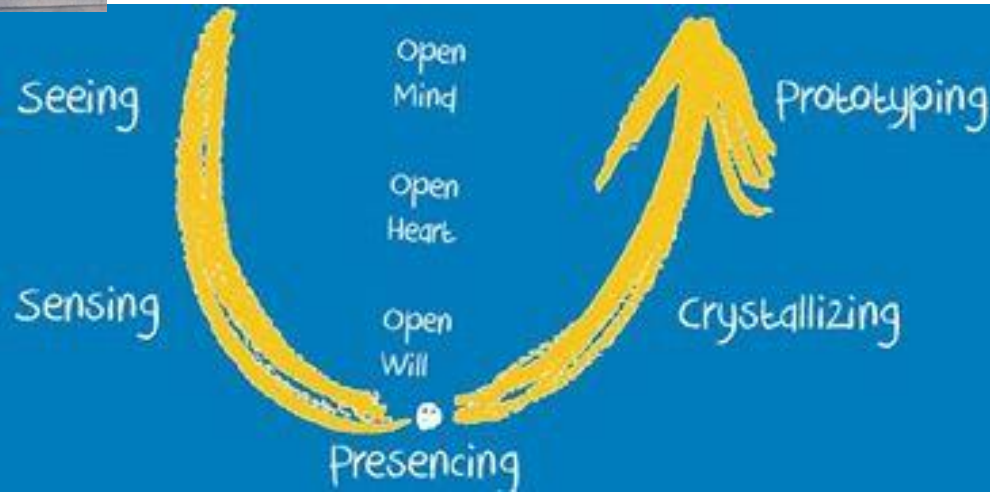
(started from 2015)

Collective strategies for local development	The work of NCKU HISP project	Tool development	Outcome
enterprise clusters	<b>Partnership building</b> with community association and other local actors (which has devoted to develop self-organized local tourism and catering services)	<b>Dialogue</b> on partnership building and problem identification (about disproportionality)	Invited local actors as committee to identify strategies for local development and co-create curriculum
local production systems	<b>students' and TA's participation</b> in Humanitarian Architecture class, Social design class, with follow-up workshops and curation	<b>Curriculum for transition design</b>	Contextually organize <u>personal networks and environmental resources</u> on traditional architectures and community education
systems of innovation	Integrate local actors, NGOs as well as intra-collegial (staff and faculty) collaboration	<b>Change Lab</b> ( Transformative Scenario Planning and related participatory process)	Creating local platform that engage “whole system” actors to co-sensing, co-evolving futures scenarios and actions with societal concerns



Transforming self (& world view)  
and the world

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.





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

muku alili !

Thank you for your listening~