



## The Program of Creativity and Imagining the Future In Education



### 未來想像與創意人才培育中程計畫

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#### Introduction

With rapid changes in our global community and environment, the Taiwanese government has chosen to enrich and enhance students' intellectual capacity and creative thinking through education that promotes the importance of "imagining the future" to improve technology and society in general. The mid-term program to promote "creativity and imagining the future in education" (2011~2014) is implemented by the Ministry of Education.

The program covers seven focused issues for the future with six action plans for all educational stages. It trains a core group of teachers and offers various courses and teaching experiments to help build an innovative educational environment that would cultivate creative and imaginative individuals who would make changes for the future by supporting the government's policy on "sustainable development" and helping future generations cope with the world.



## Cases

### Case 1

#### *“To Build A New Community of Well-Being”: Hebing Elementary School, Kaohsiung City*



Hebing Elementary School is located near the Love River, Chung-Du Wetlands Park, and Chung-Du brick kiln, and was the foundation of the densely populated Sanmin District in Kaohsiung City. Currently the surrounding community of Hebing is faced with demographic changes from an aging population and emigration, therefore the teachers of Hebing centered their futures imagination curriculum on cultivating identity within the local community, and developed the “Foreseeable Happy Futures” program. Through the teachers’ guidance and field trips, students are able to develop their own expectations for the community. Further, they are empowered to change the status quo by transforming their imagined futures into real action plans by writing a “Letter to the Mayor.”

### Case 2

#### *“To Imagine Bravely, To Innovate for the Future”: Concordia Middle School, Chiayi County*



This project takes “creativity and imagining the future” as an individual potential or trait to design a particular course for students in the 10th grade. In the first year, 60 students participated in this course with the topics of future society and future technology. The syllabus included four parts: exploring probable futures, imagining possible futures, selecting preferred futures, as well as creating prospective futures. In the end of the semester, students presented their Power Point work while joining the contest “Fantasia of the Future Society.” This project successfully facilitated students’ imagination of future society and future technology, and revealed an increase in their creativity.

### Case 3

#### *“A Tale of Two Cities”: National Dong Hwa University, Hualien County*



This project integrated formal and informal curriculum resources and connected the university and a local village community development educational plan to bring students into the community and operate a second-hand shop called 5-Way House. It encouraged people to come to Hualien for a change of space, change of identity, and change of job, while experiencing an alternative learning method. This project essentially transformed academic merit into localized social value by creating an innovative model of care for disadvantaged local minorities and creating a micro social enterprise.

### Case 4

#### *“Future Homes in Yungho/Zhonghe Districts: Ecological Perspective”: Yungho Community University, New Taipei City*



This project used curriculum as a carrier of social action and matched the needs of residents and the expertise of the lecturers to initiate a learning process that could change their lives, including discussing issues regarding green traffic, green life, green space, and green rights. Through this process of empowering learners, the project increased their abilities and reinforced their motivations to reinterpret their own life experiences.

### Case 5

#### *“Cross the Boundary”: X College, National Chengchi University, Taipei City*



X College is a virtual college that aims to cultivate the creativity of the enrolled students by leveraging the resources of the other physical colleges at NCCU. The major feature of the selection for the future students of X College is adaptation. The assessment and the selection criteria changes based on the content and context of creativity.

### Case 6

#### *A Series of Workshops on Educational Administration*



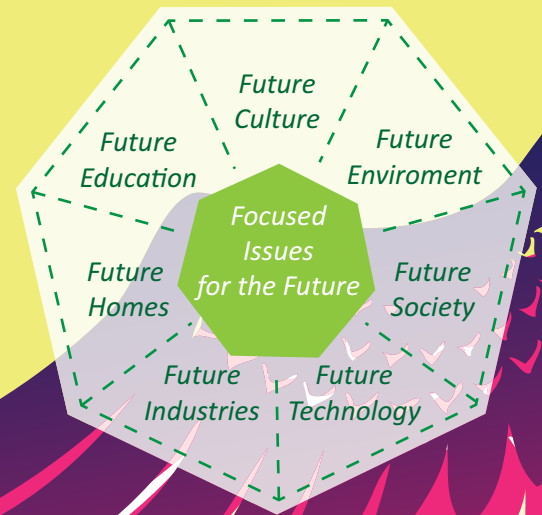
Held for national and local educational administrators, this series of workshops focused on the issue of future education to stimulate them to shift their mindsets. It aimed to encourage educational administrators to provide visions about the creative environment for future life and future work, especially through investigation of issues like the ocean, information and communication technology (ICT), and arts. In these workshops, educational administrators from different regions brainstormed to create a blueprint for the prospective future of education in Taiwan.



## Focused Issues for the Future

Since the scope of “imagining the future” is extensive, this program has established focused issues for the future that combine suggestions from experts and scholars of various advisory committees. Each action plan is responsible for one or two key issues, allowing the content and curriculum at all education levels as well as current local issues and global development trends to be addressed.

The seven issues for the future include visions for the future of homes, industries, culture, technology, society, environment and education. These are integrated into the school curriculums, in line with major issues tackled by the United Nations and the European Union.



## Six Action Plans

### Grades 1-9 Action Plan

This action plan targets teachers and students in primary and secondary schools. Focused on promoting local characteristics, we encourage creative learning, concern for the present, and vision for the future. We hoped that imaginative and creative training will take root and become one of the basic elements of primary and secondary education.

### High School Action Plan

This action plan helps high schools and teachers in Taiwan to guide teenagers in developing imagination and creativity as they take a journey to the future. Since teachers are gatekeepers, we hope to encourage them to learn teaching methods that promote imagination and creativity and to design new courses that would guide students in planning for the future and understanding the impact of science and technology.

### University Action Plan

This action plan involves a group of teachers, students, and graduates who are “free thinkers” and work together to achieve their dream. To avoid paranoia in fantasy, the “my little wild campus” project incorporates portfolios to assess creativity. We emphasize imagination as the basis for fantasy, concepts, practice, evaluation, and continuous development.

### Adult Education Action Plan

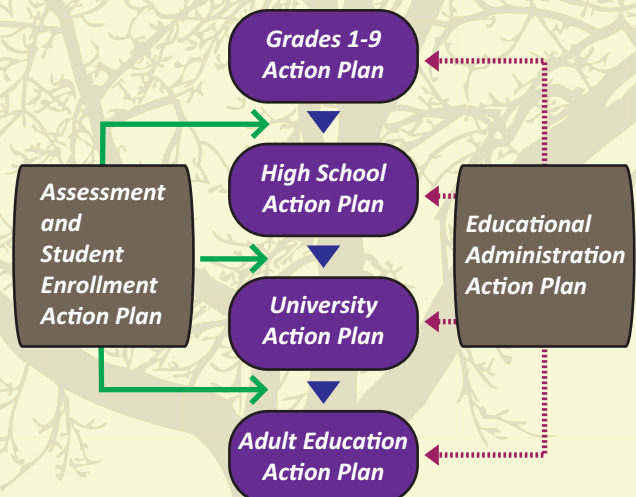
This action plan involves community university students and emphasizes the importance of adult education and the development of systems thinking, flexibility, problem solving skills, environmental ethics, social concern, and active citizenship in creating a vision for Taiwan’s society, technology, industry, culture, education, and environment in the future.

### Assessment and Student Enrollment Action Plan

The assessment and student enrollment system are very important parts of the educational context as they guide teaching practice. The actualization of developing creativity and skills for imagining the future among students depends on how assessment and student enrollment are planned and administrated. Thus the goals of this action plan are to develop the mechanisms for enrolling talents as well as reliable and valid instruments for assessment.

### Educational Administration Action Plan

This action plan’s goal is to promote training and education programs targeted at educational administrative units. The objectives are to organize learning workshops for education administrators, create a model for developing imagination as a basis for visualizing the future, and track the process of integrating imagination into the education system.



## Integrating Different Educational Stages

### Cooperation between Grades 1-9 and High School Action Plans

Following the government's new policy to develop a 12-year compulsory education system in the future, the Grades 1-9 and High School Action Plans will cooperate to cultivate a group of core teachers capable of teaching imagination and creativity as well as developing relevant curriculum for Futures Education.

### Cooperation between University and Adult Education Action Plans

To encourage the implementation of innovative ideas in real life, the University and the Adult Education Action Plans will cooperate to explore and imagine the future with local Taiwanese characteristics, and connect local industries and academia through "learning by doing."

### Learning Together for Parents and Children

To encourage inter-generational dialogue, the Adult Education Plans includes designing and implementing courses for parents and children to learn together. In the classrooms, parents and children share their perspectives regarding future issues. They also take action in their communities in order to realize their imagination of "future homes."

## Teaching Experiments

### Teaching Experiment I : Systems Thinking and Imagining Futures

Systems thinking tools can be used in visualizing the future by helping people see changes in social and environmental systems from a macro perspective. With the support from the Shi-Fu Education Foundation, we are developing curriculum materials to encourage students to consider future issues from systemic views in primary and secondary schools. The annual professional development workshops prepare teachers to adapt the curriculum according to students' needs. We also conduct research on portfolio assessment that uses customized apps on mobile devices.



### Teaching Experiment II : Youth Theater with Imagined Futures

Learning through art can enhance multiple intelligences. This teaching experiment aims to help children and teenagers discover their potential and increase self-confidence through imagination, exploration, and experience. The curriculum focuses on creative freedom, cross-age clusters, and cross-border cooperation, with occasional performances in schools, communities, and the public. Teaching, exploration, development, and creative process are recorded as texts, narratives, and documentary films, which comprise the curriculum and teaching methods as well as the story.



### Teaching Experiment III : Design for Change TAIWAN

Indian educator Kiran Bir Sethi founded the Riverside School and promoted dynamic and diverse teaching methods and curriculums with the slogan "I Can" that helped children develop confidence. Inspired by Sethi, the DFC TAIWAN ("When Children Act, They Change the World") was officially authorized by the Riverside School to promote creative and challenging activities for the children and teenagers of Taiwan. Through four major steps – Feel, Imagine, Do, and Share – children bring change to their environment and share the results with other children in the world.

