



Embedding Local Knowledge in Higher Education Curriculum: A Social Responsibility Perspective

Professor Sheng-Ju CHAN

Graduate Institute of Education
National Chung Cheng University, Taiwan
President of Chinese Taipei Comparative Education Society



EMBEDDING LOCAL KNOWLEDGE IN HIGHER EDUCATION CURRICULUM: A SOCIAL RESPONSIBILITY PERSPECTIVE

Sheng-Ju Chan

Vice President for Student Affairs
Distinguished Professor, Graduate Institute of Education
National Chung Cheng University, Taiwan (中正大學)
President, Chinese Taipei Comparative Education Society

AUTHORS



Sheng-Ju Chan

FIRST AUTHOR

Graduate Institute of Education,
National Chung Cheng University



Shih-Ming Huang

SECOND AUTHOR

Department of Accounting and
Information Technology, National
Chung Cheng University



Ya-Hui Lee

THIRD AUTHOR

Department of Adult and
Continuing Education, National
Chung Cheng University

2



Introduction

- ✕ Universities take the responsibility to assist the sustainable development and exert its positive social influences in the community
- ✕ Ministry of Education (MOE) in Taiwan proclaimed University Social Responsibility (USR) should be the core value in 2019
- ✕ The social responsibilities of universities include: **Engage with crucial issues in the community and assist locals in transforming their developmental needs or solving problems using the universities' know-how and professional knowledge**

3

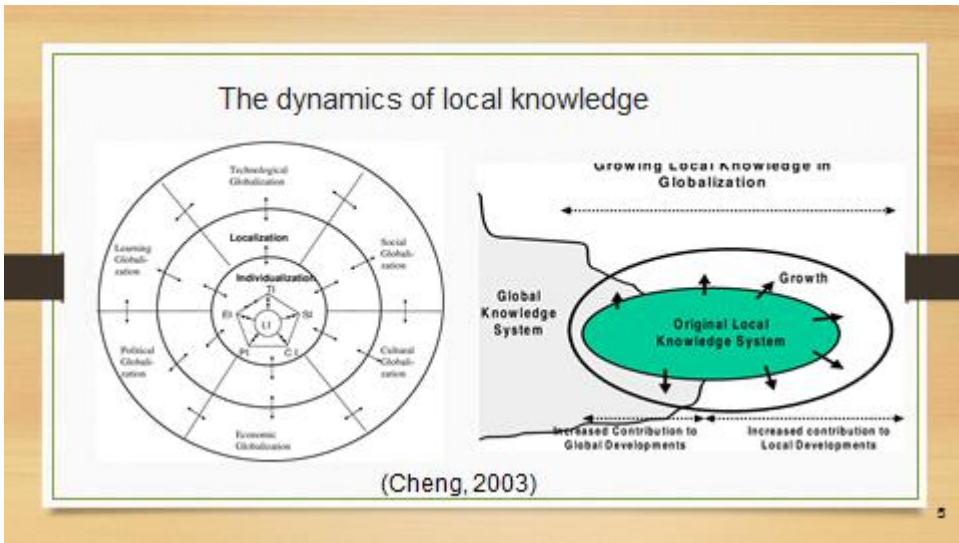
A changing scenario

In confronting greater globalization/internationalization, universities tend to stress its competitiveness in academic research, ranking/league table as well as to improve its international visibility. However,

The problems universities face are:

- ✕ The unawareness of local characteristics and culture;
- ✕ The ignorance of local needs and issues;
- ✕ Become an "unreachable Ivory tower";

4



Still matters

**MAINSTREAMING
 INDIGENOUS KNOWLEDGE
 AND LOCAL WISDOM**

WED
 10 FEB 2021
 9am - 11am

**CERTIFICATE OF COLLABORATION
 SIGNING CEREMONY**

An Indonesian case

- X In the book entitled *Local Knowledge and Wisdom in Higher Education*, edited by Teasdale & Rhea
- X Universities and curriculum localization in Nusa Tenggara Timur, Indonesia (Kopong & Teasdale, 2000).
- X Working with the locals to identify the core values
- X Place the value of *Ke* (good relationships with others) as the center of all curriculum (p.38)
- X The interrelated values of *Ke*: hard work, cooperation, and religious commitment (p.38).

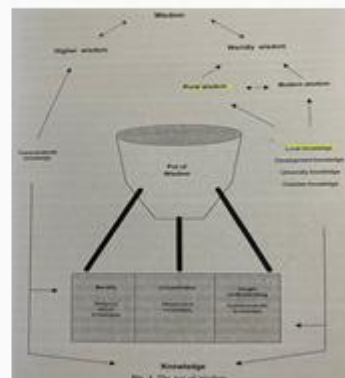


7

智慧之鼎

The Pot of Wisdom

(Rhea & Teasdale, 2000)



8

Taiwanese contexts

- X Over emphasis on research, international competitiveness, and world ranking movement
- X University **is not socially** engaged with local community, lack of mutual understanding.
- X Knowledge orientation is **too Westernized** without taking into Asian or even Taiwanese contexts
- X Local community needs professional assistance, human resources, financial support from higher education for better development

9

Conceptual Framework

X **University social responsibility**

(USR):

In addition to research and teaching, university is responsible for the function third stream (Wedgwood, 2006), namely **'civic responsibility'** (for public good) such as social, economic and cultural development.

X **A post-colonial approach:**

"Knowledge" and "truth" are **socially constructed** in the context of local and cultural settings with multiple understandings and reinterpretations.

X **Universality** of Western university

vs.

Locality at Taiwanese university



10



Research Questions

11

Why local knowledge is incorporated into higher education sector?

What is local knowledge? What are the main components of this knowledge?

How the "local knowledge" or 「在地學」 is embedded into the curriculums?

12



Research design and method

- X **Case studies:** four research-intensive universities in Taiwan are selected as examples to examine the rationales, purposes and mechanism of such conversion (local knowledge into HE)
- X **Why elite universities:** they are more Westernized and internationalized and such contrast is meaningful to see why local knowledge is considered.
- X The **characteristics** of these universities: public, comprehensive, with full spectrum of degrees, more than 30 years

13

Data collection and analysis

- X The website information, curriculum structure, syllabus, project proposal and interviews etc.
- X 10 Interviewees: they are the CEO of the University Social Responsibility Office, or the principle investigators of University Social Responsibility Project.
- X Interview time: January to April, 2021
- X Themed coding

14

Interview questions

- X What are the current situation of 'local knowledge' at this university? When begin to initiate the notions and programs?
- X What are the scope and definition of 'local knowledge'? how to delineate or define it?
- X What the relationship between the local knowledge and social responsibility? What are the main purpose?
- X What the main implications of promoting local knowledge for university, community, industry, faculty and student?
- X How to converse the local knowledge into formal HE curriculum? What are the main components? Who students engage with knowledge construction?

15

RESULT | theme 1

- X Theme 1 - The rationales of universities to develop local knowledge
 - X The support from the policies: local and central government
 - 台 中 學 中 研 會 基 本 上 是 台 中 市 政 府 在 充 辦 的，這 個 台 中 學 中 研 會，開 辦 有 這 樣 專 業 志 願，是 在 2005 年 到 2011 年，這 樣 辦 了 6 年 (UAM)。
 - X The extension of universities' existing curriculum to the local practices and communities
 - 一 開 始，沒 有 任 何 有 關 民 生 的 課，學 校 也 沒 有...，就 是 大 家 應 該 要 認 識 自 己 身 性，學 習 的 課 亦 做 一 些 修 正，所 以 在 民 生 學 之 前，我 們 這 樣 的 學 生 就 多 或 少 有 做 了 一 些 跟 民 生 有 關 的 研 究 (UBM)。
 - 有 一 行 課 程 是 必 修，一 年 二 學 分 的 課，當 時 是 所 有 的 商 業 志 願 學 生，像 小 組 就 業 的 方 式，一 個 志 願 師 大 的 學 生 到 一 個 社 區 去 探 訪 一 年，但 比 較 府 府 在 社 區 學 生 在 整 個 探 訪 交 付 的 功 能 是 在 社 會 系 的 成 立 (UD-F)。
 - X Respond to social issues with universities' professional knowledge: Addressing the local problems
 - 大 概 2013、14 開 始，於 你 整 個 體 驗 經 歷，就 是 跟 在 社 區 這 樣 專 業 知 識，應 該 還 是 可 以 到 大 學 本 身 最 重 要 的 核 心，就 是 研 究 課 程 (UD-F)。
 - 我 們 學 院 在 這 邊 沒 有 大 學 去 上 前 就 開 始 在 社 區 學 生 這 樣 課，我 們 是 現 就 首 創 SHS，中 師 研 究 課 程，做 創 新 課 程 的 培 訓，開 始 社 區 學 生 入，當 時 是 2014 到 2013 (UD-F)。

16

RESULT | theme 2

X **Theme 2 - The fusion of universities and local community: From cooperation to the mixture of perspectives.**

X **Local issues and needs facilitate to the cooperation of the universities and communities**

- 在過去兩年內，我們與社區合作，共同舉辦了多項活動，包括在2020年舉辦了多項社區活動，如社區講座、展覽、研討會等，這些活動不僅豐富了社區的文化生活，也加強了大學與社區的聯繫。
- 我們也與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。

X **Construct local knowledge from residents' perspectives**

- 我們與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。
- 我們也與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。

17

RESULT | theme 3

X **Theme 3 - Construct local knowledge, inclusion university curriculum, and facilitate local recognition.**

X **Construct local knowledge through research method and professional knowledge.**

- 我們與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。
- 我們也與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。

X **The inclusion in educational program.**

- 我們與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。
- 我們也與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。

X **Local knowledge facilitates local recognition.**

- 我們與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。
- 我們也與社區合作，共同舉辦了多項社區服務活動，如社區清潔、老人關懷等，這些活動不僅服務了社區，也培養了學生的社會責任感。

18



RESULT | theme 4 & 5

X Theme 4 - Local knowledge facilitates interdisciplinary development.

- X 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。
- X 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。

X Theme 5 - The supportive factors of constructing local knowledge.

- X 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。
- X 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。

19

RESULT | theme 6

X Theme 6 - The spillover effect of local knowledge.

X The effect in the universities: rethinking the local values and importance

- 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。
- 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。

X The effect in the communities: reflection, engagement and talent nurturing

- 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。
- 透過參與社區活動，促進參與者對地方知識與專業知識的認識，讓參與者能將地方知識與專業知識相結合，共同探討地方知識與專業知識的應用，共同探討地方知識與專業知識的應用 (UCP)。

20



Overall Discussion: A grand PBL at societal level

- ✘ **What kinds of knowledge:** Cultural heritage, history sites (including colonial ones), religious belief, racial tradition, architecture, dominant manufacturing domain, and even contemporary social
- ✘ **Forms of curriculum:** outdoor activities, credit programs (around 20 credits), micro-credentials, or formal courses at universities. **Some universities even require freshman to take this course as compulsory.**
- ✘ **For university students:** Know the place, gain local recognition, apply their knowledge to local context, and help to solve the practical problems.

21

Conclusions

- ✘ Locally 'grown' or 'created' knowledge
- ✘ Universities + locals: **new knowledge for students**
- ✘ Form the **new identity or personal belongings** with local community
- ✘ A **mixture** of universal knowledge and indigenous wisdom
- ✘ A better way for 'sustainable development': USR

22