

JOIN US FOR

“IMPROVISING CURRICULUM
IN RURAL SCHOOLS”
INTERNATIONAL WORKSHOP
「即席創化鄉村學校課程」
實驗教育國際工作坊

講者/帶領人: Prof. Michael Corbett (Acadia University)

2024年5月22日-23日 國立政治大學教育學院313會議室



政大教育部實驗教育推動中心
TAIWAN EXPERIMENTAL EDUCATION CENTER

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計畫、議程 Agenda

2024 年實驗教育國際工作坊

壹、目的與緣起

今年，全臺灣超過 15% 的學校，約 572 所國中小的學生人數在 50 人以下，絕大多數的小校都位處於鄉村地區。這顯示在高齡化與少子化社會框架下，臺灣教育必須正視與思考鄉村教育的現況，並此提出相應的做法。事實上，少子化與高齡化社會所帶來的鄉村教育議題，先發生在歐美各國，各國對此現況無不集結學者專家對理論與實務現場提出各種方案。

為此，本此工作坊將邀請來自加拿大的鄉村教育學者專家 Michael Corbett 教授來台，進行實驗教育國際工作坊，歡迎關心鄉村教育的學者、專家、教育工作者、利害關係人、研究生等參與，一起對臺灣的鄉村教育進行思考與行動。

貳、執行項目

本專案主要為執行「2024 年教育部實驗教育推動中心計畫」下向度 C 推廣交流下的「國際工作坊」。

參、計畫內容

主題：「即席創化鄉村學校課程」實驗教育國際工作坊

英文：“Improvising the curriculum in rural schools”

主辦單位：國立政治大學教育部實驗教育推動中心

指導單位：教育部國民及學前教育署

一、日期：2024 年 5 月 22 日-23 日

二、地點：國立政治大學教育學院 313、201 會議室

三、與會貴賓：

姓名	國籍	服務機關	職稱
Michael Corbett	加拿大	阿卡迪亞大學 Acadia University	教授

講者簡介：

Michael Corbett

教育背景：

- 博士學位（教育社會學），英屬哥倫比亞大學，2001 年
- 教育碩士學位（識字教育），聖文森山大學，1994 年
- 碩士學位（社會學），阿卡迪亞大學，1990 年
- 教育學士學位（中學社會科學），阿卡迪亞大學，1983 年
- 文學士學位（名譽學位，社會學），阿卡迪亞大學，1981 年

經歷：

現職：教育學院教授，阿卡迪亞大學，2018 年至今

先前職務：

- 鄉村與區域教育學教授，塔斯馬尼亞大學，2015-2017 年
- 教育學院教授，阿卡迪亞大學，2011-2015 年
- 教育學院研究生協調員，阿卡迪亞大學，2011-2014 年
- 2007 年起給予終身職
- 教育學院副教授，阿卡迪亞大學，2006-2011 年
- 教育學院助理教授，阿卡迪亞大學，2002-2006 年
- 兼任講師，聖文森山大學，2000-2002 年
- 兼任講師，阿卡迪亞大學，1991-2002 年
- 新斯科細亞省三縣地區學校董事會教師，1987-2002 年
- 西南區域學校董事會代理校長，1996-1997 年
- 曼尼托巴省邊疆學區教師，1983-1987 年
- 坎伯蘭縣（兼任）市政顧問，2006 年
- 新斯科細亞省教師聯合會（兼任）顧問，1996 年
- 迪格比區學校董事會留校計劃顧問，1991 年

學術研究興趣領域：

社會理論、教育社會學、課程理論、識字教育、加拿大教育歷史、質性研究方法、鄉村教育、社區與課程、空間與地方、加拿大教育政策、教育責任、早期輟學與拒學、學校到職場過渡、青少年研究、心理健康與教育。

四、活動內容

第一天：Learning to leave「學會離開」鄉村教育演講暨圓桌會議

日期：2024 年 5 月 22 日（星期三）13:30-17:00

地點：國立政治大學教育學院（井塘樓）313 會議室

時間	議程
13:30-14:00	報到
14:00-14:10	活動開始
14:10-14:50	演講—Michael Corbett 題目：Confronting Some Critical Ironies in Rural Education: Beyond Learning to Leave
14:50-15:10	問答環節
15:10-15:30	茶敘
15:30-17:00	圓桌會議 主持人：鄭同僚 與談人：Michael Corbett、楊筱薇（社團法人 IPOWER 培力學社）、楊智穎（屏東大學）
17:00	結束

第二天：Improvisational Documentary Film Workshop「即席創作紀錄片」工作坊

日期：2024年5月23日（星期四）09:20-17:00

地點：國立政治大學教育學院（井塘樓）201 會議室

自備器材：

1. 手機
2. 一本對你來說重要的書
3. 一個你認為所有人都應該擁有的「可攜式東西」（portable device）
4. 你希望和人分享的某一項技能時所需要用到的所有東西

時間	議程
09:00-09:20	報到
09:20-09:30	開場：鄭同僚計畫主持人
09:30-12:00	工作坊（1）帶領：Michael Corbett 教授 1. Introductions 2. An overview of Movie Games 3. Roles and skills: ensemble process, camera technique, light and sound, improvisation, and support roles 4. Movie Game #1 - <i>In the Moment</i> – What I like about teaching This movie game uses the well known genre of the newscast to create short documentaries while practicing skills 5. Movie Game #2 – <i>Talking books</i> In this movie game we will practice the skills from <i>In the Moment</i> to create a set of 30 second book talks 6. Movie Game #3 – <i>Popping People – You need this!</i> Popping People is a technique that children love and we will use it to film short persuasive pieces – with a twist. 7. Movie Game #4 – <i>Match and Jump Cuts – I want to teach you something</i> In this final movie game you will consolidate the skill set and work on two basic cuts in short demonstration films 8. Creating your own Movie Game
12:00-13:30	午餐
13:30-17:00	工作坊（2）帶領：Michael Corbett 教授 接續上午活動
17:00	結束

五、 參與活動注意事項：現場主要以英語進行，附中英同步或逐步翻譯。請參與者攜帶耳機，並在手機下載 Webex App 來聆聽口譯頻道。

六、 參與對象：

- (1) 國際鄉村教育、另類教育組織、單位代表
- (2) 臺灣鄉村學校、鄉村學校、機構、單位代表。
- (3) 臺灣公私立大專院校教師、學生
- (4) 教育工作者、利害關係人等。

**“Improvising the curriculum in rural schools”
International Workshop on Experimental Education 2024**

Sponsor: K-12 Education Administration, Ministry of Education, Taiwan
Organizer: Taiwan Experimental Education Center

This year, more than 15% of schools in Taiwan, approximately 572 junior high and elementary schools, have student populations of fewer than 50. The vast majority of these small schools are located in rural areas. This indicates that within the framework of an aging and declining birthrate society, Taiwan's education system must confront and contemplate the current state of rural education and propose corresponding measures. In fact, the issues of rural education brought about by declining birthrates and an aging population have already emerged in various countries in Europe and America. Each country has mobilized scholars and experts to propose various solutions, both in theory and in practical contexts.

In light of this, this workshop will invite Professor Michael Corbett, an expert in rural education from Canada, to come to Taiwan and conduct an International Experimental Education Workshop. Scholars, experts, educators, stakeholders, graduate students, and others who are concerned about rural education are welcome to participate. Let's collectively reflect on and take action regarding rural education in Taiwan.

Date: 22th to 23th of May, 2024

Venue: Room 313 & 201, College of Education, National Chengchi University (No. 64, Sec. 2, ZhiNan Rd., Wenshan District, Taipei City 11605, Taiwan R.O.C)

Speaker/Instructor: Prof. Michael Corbett (Acadia University, Canada)

Introduction of speaker/instructor:

Education

- Ph.D. (Educational Sociology), University of British Columbia, 2001
- M.Ed. (Literacy Education), Mt. St. Vincent University, 1994
- M.A. (Sociology), Acadia University, 1990
- BEd (Secondary Social Studies), Acadia University, 1983
- BA (Hons. Sociology), Acadia University, 1981

Academic Record

Present position:

- Professor, School of Education, Acadia University, 2018-

Previous positions:

- Professor of Rural and Regional Education, University of Tasmania, 2015-2017
- Professor, School of Education, Acadia University, 2011-2015
- Graduate Coordinator, School of Education, Acadia University, 2011-14
- Tenure awarded, 2007
- Associate Professor, School of Education, Acadia University, 2006-2011
- Assistant Professor, School of Education, Acadia University, 2002-2006
- Lecturer (part-time), Mount Saint Vincent University, 2000-2002
- Lecturer (part-time), Acadia University, 1991-2002

- Teacher, Tri-county Regional School Board, Nova Scotia, 1987-2002
- Acting Principal, Southwest Regional School Board, 1996-1997
- Teacher, Frontier School Division, Manitoba, 1983-87
- Consultant, Municipality of the County of Cumberland (part-time), 2006
- Consultant to the Nova Scotia Teachers Union (part-time), 1996
- Consultant to the Digby District School Board Stay in School Initiative, 1991

Areas of Scholarly Interest

Social theory, educational sociology, curriculum theory, literacies, Canadian educational history, qualitative research methods, rural schooling, community and curriculum, space and place, Canadian educational policy, educational accountability, early school leaving and resistance, school to work transitions, youth studies, mental health and education

1st day event: “Learning to leave” Speech & roundtable discussion on rural education

Time: 13:30-17:00 (22th May, 2024)

Venue: Room 313, College of Education, National Chengchi University

Time	Agenda
13:30-14:00	Registration
14:00-14:10	Welcoming speech
14:10-14:50	Opening speech —Michael Corbett Title: TBC
14:50-15:10	Q & A session
15:10-15:30	Tea break
15:30-17:00	Roundtable discussion Chair: Tung-liao Cheng (Taiwan Experimental Education Center) Panelist: Michael Corbett (Acadia University), Hsiao Wei Yang (IPOWER), Jyh-Yiing Yang (National Pingtung University)
17:00	End of 1 st day event

2nd day event: Improvisational Documentary Film Workshop

Time: 09:20-17:00 (23th May, 2024)

Venue: Room 201, College of Education, National Chengchi University

Preparation:

- A cell phone
- A book that is important to you
- A small portable device (other than your phone) that you think everyone should have
- Any materials you will need to teach someone about a skill you can share

Time	Agenda
09:00-09:20	Registration
09:20-09:30	Welcoming speech
09:30-12:00	Workshop: Michael Corbett <ol style="list-style-type: none"> 1. Introductions 2. An overview of Movie Games 3. Roles and skills: ensemble process, camera technique, light and sound, improvisation, and support roles 4. Movie Game #1 - <i>In the Moment</i> – What I like about teaching This movie game uses the well known genre of the newscast to create short documentaries while practicing skills 5. Movie Game #2 – <i>Talking books</i> In this movie game we will practice the skills from In the Moment to create a set of 30 second book talks 6. Movie Game #3 – <i>Popping People</i> – <i>You need this!</i> Popping People is a technique that children love and we will use it to film short persuasive pieces – with a twist. 7. Movie Game #4 – <i>Match and Jump Cuts</i> – <i>I want to teach you something</i> In this final movie game you will consolidate the skill set and work on two basic cuts in short demonstration films 8. Creating your own Movie Game
12:00-13:30	Lunch
13:30-17:00	Continue of the workshop
17:00	The end

Interpretation: The event will be conducted in English and Mandarin with simultaneous interpretation service. Please prepare a earphone connected to smartphone with installed [Webex](#) app.

Participant:

1. International organization in rural education and alternative education.
2. Rural school, institute, group and individual.
3. Teaching staff, graduate student and undergraduate student in higher education institutes.
4. Educator, teacher, stakeholder of rural education.

How to register:

Please register by filling the online google form as below. You may attend first day or second day or both. The 1st day event is opened for both in-person and online participant while the 2nd day is only for in-person participant.

Registration link: <https://forms.gle/wCxH68po4pbMZ6Du7>

Contact person:

Chia Nian, Lee

Research specialist

Phone: 02-2938-7674

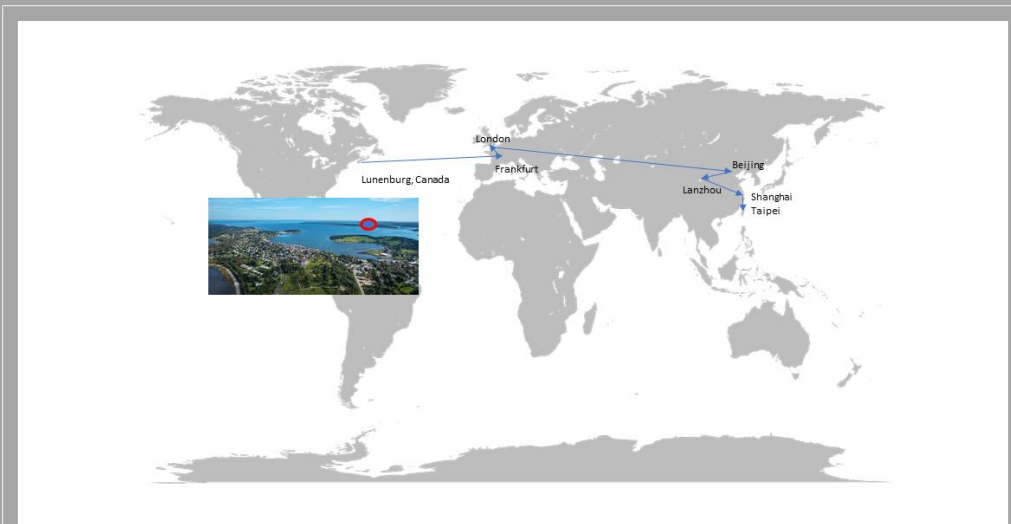
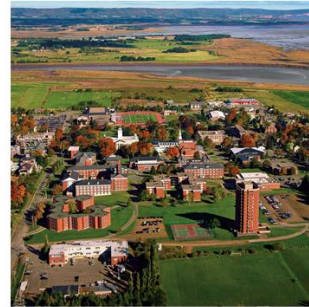
Email: iwee@teec.nccu.edu.tw

簡報、資料 Reading materials

Confronting Some Critical Ironies in Rural Education: Beyond Learning to Leave

Confronting Some Critical Ironies in Rural Education: Beyond Learning to Leave

Professor Emeritus Michael Corbett
Acadia University (Canada)



Rural education challenges in Canada

- Uneven educational rural/urban outcomes
- Rural teacher shortages
- Out of field teaching and limited options/support
- Integrating academic and vocational programming
- Retaining youth in rural regions
- The strange problem of labour shortages AND high unemployment
- Depopulation and school closures



What does it mean to “improve” rural schools?

- To increase rural standardized test scores and increase access to academic higher education for rural youth?
- To facilitate transitions out of the countryside for select youth?

OR

- To align curriculum, pedagogy with rural economies and culture?
- To strengthen rural communities by retaining more youth?

AND

- **How can we imagine a space in between these binary visions?**

Small rural schools can improve education

By Yao Yun | China Daily | Updated: 2019-02-11 08:55



MA XUEJINGCHINA DAILY



Irony

... a state of affairs or an event that seems deliberately contrary to what one expects ...

-Oxford English Dictionary

Two ironies in rural education

I would like to begin by proposing **two central ironies of modern education** and spatial imaginaries.

I'm referring to how we understand the physical geography of the planet in relation to a modernist narrative that seems to suggest that the **movement from the country to the city is inevitable**.



Irony #1 Urban hegemony in a rural world

The earth is more than 98% rural and the material foundation of the planet. Yet ironically, there is little attention paid to education **in** rural places **for** rural places.



A rapidly urbanizing world

World Bank Land Classification Data	High income nations	OECD members	US	China	Low and middle income	Heavily indebted poor countries
1990 Urban land area in km ²	427,353	431,596	145,962	362,456	933,198	39,739
2015 Urban land area in km	511,226	526,445	186,573	522,345	1,389,859	72,875
Gain of urban land 1990-2015 in km ² and %	83,873 +19.6%	94,849 +22%	40,611 +27.8%	159,880 +44.1%	456,661 +48.95	33,136 +83.4%

However, the material foundation remains rural

	World	Russia	US	Canada	China	Taiwan
Total land area (km ²)	129,777,684	16,376,870	9,147,420	8,788,700	9,388,210	36,193
Rural land area (km ²)	127,716,390 98.4%	16,224,183 99.1%	8,903,098 97.3%	9,197,131 104.1%	8,723,723 92.9%	34321 94.8%
Urban land area (km ²)	1,907,334 1.6%	52,887 0.9%	186,573 2.7%	13,983 0.015%	522,345 7.1%	1872 5.2% (2001 data)*

*Government of Taiwan – *Urban Planning in an Overview*

<https://ws.moi.gov.tw/Download.ashx?u=LzAwMS9VcGxvYWQvT2xkRmlsZS9zaXRlX25vZGVfZmlsZS83MzQ1L3RvcGJlOTAsLmh0bQ%3D%3D&n=dG9waWM5MDkuaHRt&icon=..htm>

World bank land classification (km²) 2021 Data

(Taiwan data from Republic of China Statistical Yearbook 2022)

	World	Russia	US	Canada	China	Taiwan
Total land area	129,777,684	16,376,870	9,147,420	8,788,700	9,388,210	36,193
Agricultural land	47,585,789 36.7%	2,154,940 13.2%	4,058,104 44.4%	569,910 6.5%	5,206,950 55.5%	7870 21.7%
Forest area	40,449,475 31.2%	8,153,116 49.8%	3,024,500 33.1%	3,468,911 39.5%	1,571,405 16.7%	22002 60.8%*
Urban land area	1,907,334 1.6%	52,887 0.9%	186,573 2.7%	13,983 0.015%	522,345 7.1%	1872 5.2% (2001 data)**
Remainder	30.5%	36.1%	19.8%	53.8%	20.7%	14.9%

*This value may include areas classified as "Remainder" by the World Bank.

**Government of Taiwan – *Urban Planning in an Overview*

<https://ws.moi.gov.tw/Download.ashx?u=LzAwMS9VcGxvYWQvT2xkRmlsZS9zaXRlX25vZGVfZmlsZS83MzQ1L3RvcGJlOTAsLmh0bQ%3D%3D&n=dG9waWM5MDkuaHRt&icon=..htm>

Forest area – gain or loss

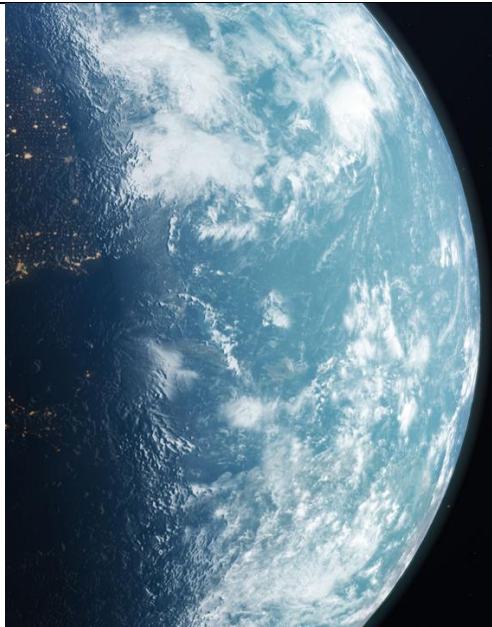
World Bank Data	High income nations	OECD members	US	China	Taiwan	Low and middle income countries	Heavily indebted poor countries
1990 Forest area in km ²	10,110,422	11,384,539	3,024,500	1,571,405	21,017 (2011 data)*	31,291,813	6,241,141
2021 Forest area in km ²	10,512,925	11,633,949	3,097,950	2,218,578	22,002	29,474,816	5,223,933
Loss/gain of forest area 1990-2021	+402,503 +4%	+871,614 +7.7%	+73450 +2.4%	+647,173 +41.2%	+985 +4.17	-1,816,997 -5.8%	-1,017,208 -16.3%

*Statistical Yearbook of the Republic of China, 2022. https://eng.stat.gov.tw/public/data/dgbas03/bs2/yearbook_eng/y001.pdf

Agricultural land – gain or loss

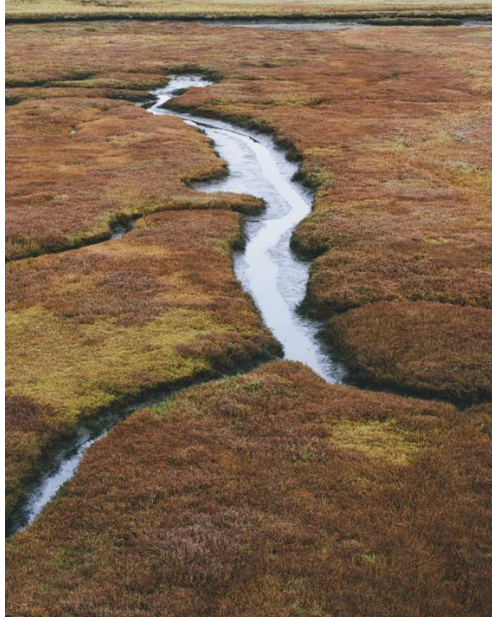
World Bank Data	High income nations	OECD members	US	China	Taiwan	Low and middle income	Heavily indebted poor countries
1990 Agri land area in sq km	13,745,787	14,059,937	4,475,090	5,056,940	8,083 (2011 data)*	9,844,241	7,289,384
2021 Agri land area in sq km	12,281,992	11,984,862	4,058,104	5,206,950	7870	10,100,189	7,884,286
Loss/gain of agricultural land 1990-2021	-1,463,795 -10.6%	-2,075,075 -14.8%	416,986 -9.3%	+150,010 +3%	-213 -2.4%	+255,948 +2.6%	+597,902 +8.2%

*Statistical Yearbook of the Republic of China, 2022. https://eng.stat.gov.tw/public/data/dgbas03/bs2/yearbook_eng/y001.pdf



Irony #1: Some Conclusions

- Urban areas are growing rapidly both spatially and in terms of population all over the world
- Yet rural space still accounts for 98.4% of the world's land area
- Rural areas are changing differently across the world
- China appears to be developing rural areas in unique ways



Further conclusions: Uneven rural development

- High income western nations are losing agricultural land and gaining forested land
- Low income and heavily indebted countries are gaining agricultural land but experiencing rapid deforestation
- China is gaining agricultural land and rapidly reforesting

Analysis

- Ecological sustainability is **THE** central human problem of the 21st century
- The climate emergency should focus more not less attention on increasingly threatened rural areas (i.e., **98.4%** of the planet)
- States should focus on repopulating and developing rural areas sustainably
- **EDUCATION IN AND ABOUT RURAL AREAS IS CENTRAL TO SENSIBLE AND IMPACTFUL SUSTAINABILITY EFFORTS**

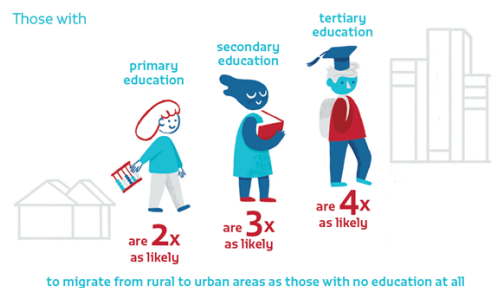
Why does rural education matter in an urbanizing world?



- How much we care about and put into our rural schools is a reflection of how much we care about the rural/planetary ecology itself.
- I think we need to re-centre the vast space outside the city rather than draining it of people.

Irony #2 – Rural schooling and migration

When rural schools are considered “effective” and successful under the current model, students leave their rural homes for the city, and where possible, for further academic education. **Ironically, rural schools unintentionally tend to erode the human capital in their communities.**



What about those who stay ?: A Canadian rural school 1963-1998

- About 60% stayed
- Those who stayed had considerably less success in formal education
- Those who stayed accessed a complex, local informal education
- Kinship and friendship networks supported those who stayed
- Despite pro-educational norms, few reported dissatisfaction with their limited formal education



LEARNING TO LEAVE

THE IRONY OF SCHOOLING IN A COASTAL COMMUNITY

Michael Corbett

Further ironies within the “learning to leave” irony

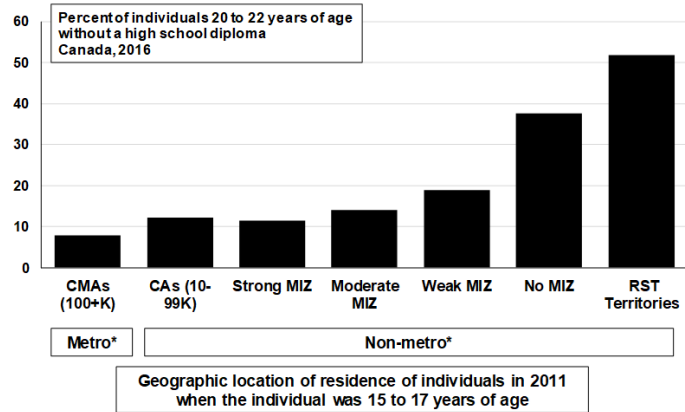
Academic study is ironically considered superior to skills training that draws on rural social and cultural capital, even by many of those who reject academic education

Ironically, school failure is not as problematic or unexpected in rural areas to those families who have access to land-based resources

A caution: Initiatives to make rural schools more place-based can foster insularity and rural exceptionalism

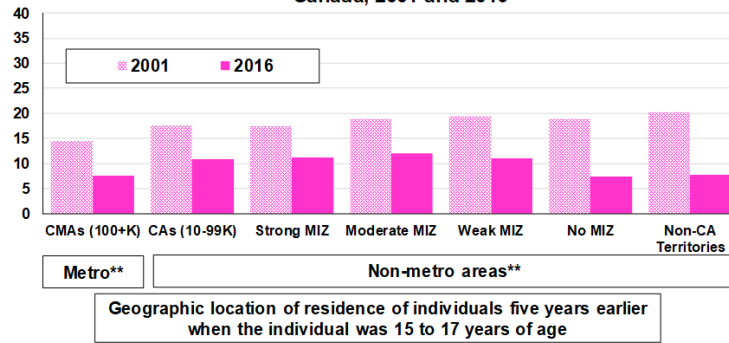


What about Indigenous people?



* Metro refers to Census Metropolitan Areas (CMAs) (population of 100,000+) which include neighbouring towns and municipalities where 50% of the employed persons commute to the CMA.
 ** Non-metro refers to areas outside CMAs which includes Census Agglomerations (CAs) (population of 10,000 to 99,000) (which include neighbouring towns and municipalities where 50% of the employed persons commute to the CA). The non-CMA/CA areas are classified by MIZ (Metropolitan Influenced Zones).
 Source: Statistics Canada, Labour Force Survey, Custom tabulation. Chart by Ray D. Bollman@sasktel.net

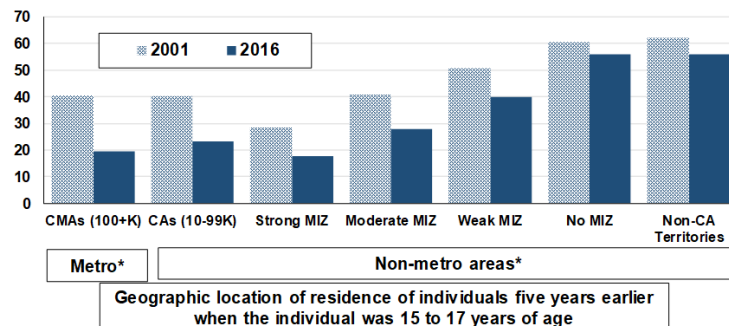
Percent of NON-ABORIGINAL* individuals 20 to 22 years of age without a high school diploma Canada, 2001 and 2016



* "Aboriginal Identity" is derived from 3 questions in the Census of Population: a) those who identified as First Nations (North American Indian), Métis or Inuk (Inuit); b) those who are Registered or Treaty Indians (that is, registered under the Indian Act of Canada); and/or c) those who have membership in a First Nation or Indian band.
 ** Metro refers to residents in Census Metropolitan Areas (CMAs) which have a population of 100,000 or more (with 50,000 or more in the core) and includes all neighbouring towns and municipalities where 50%+ of the workforce commutes to the core.
 *** Non-metro refers to residents outside CMAs, including those in Census Agglomerations (CAs) which have 10,000 or more in the core and includes all neighbouring towns and municipalities where 50%+ of the workforce commutes to the core. Residents outside CMAs and CAs are delineated into Metropolitan Influenced Zones (MIZ) assigned on the basis of the share of the workforce that commutes to any CMA or CA (Strong MIZ: 30%+; Moderate MIZ: 5-29%; Weak MIZ: 1-5%; and No MIZ (no commuters).
 Source: Statistics Canada, Census of Population, 2001 and 2016, Custom tabulation. Chart by Ray D. Bollman@sasktel.net

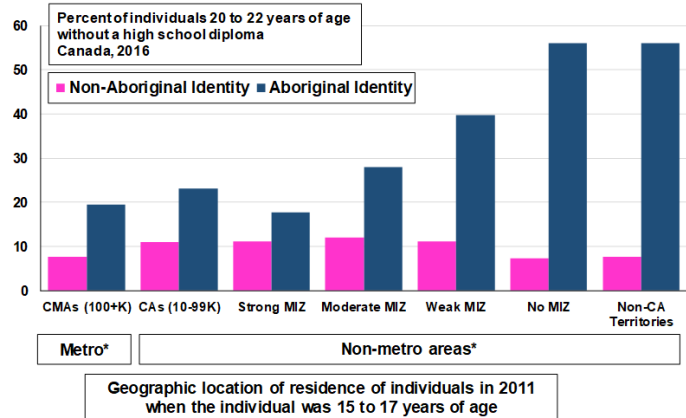
Ray D. Bollman@sasktel.net 22

Percent of ABORIGINAL* individuals 20 to 22 years of age without a high school diploma Canada, 2001 and 2016



* "Aboriginal Identity" is derived from 3 questions in the Census of Population: a) those who identified as First Nations (North American Indian), Métis or Inuk (Inuit); b) those who are Registered or Treaty Indians (that is, registered under the Indian Act of Canada); and/or c) those who have membership in a First Nation or Indian band.
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 Source: Statistics Canada, Census of Population, 2001 and 2016, Custom tabulation. Chart by Ray D. Bollman@sasktel.net

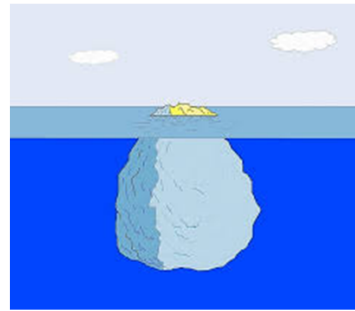
Ray D. Bollman@sasktel.net 23



* Metro refers to Census Metropolitan Areas (CMAs) (population of 100,000+) which includes neighbouring towns and municipalities where 50+% of the employed persons commute to the CMA.
 * Non-metro refers to individuals residing outside CMAs. Census Agglomerations (CAs) have a population of 10,000 to 99,999 and include the population of neighbouring towns and municipalities where 50+% of employed persons commute to the CA. Metropolitan Influenced Zones are delineated on the basis of the share of the workforce commuting to a CMA or CA (Strong: 30-49%; Moderate: 5-29%; Weak: 1-4%; No MIZ: 0%)
 Source: Statistics Canada. Census of Population, 2016. Custom tabulation. Chart by Ray O. Bolman@asktelnet

Surface or Structure?

Should efforts to make rural schools better be considered within the current structure of school governance, funding, curriculum and assessment (surface level reform); or should this structure be changed to make rural schools support rural sustainability (deep structural reform)?

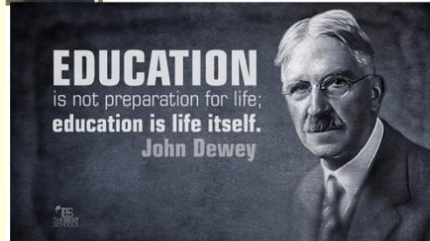
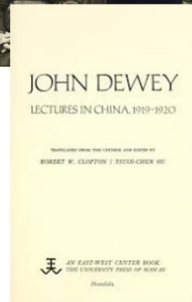


We need new theory in rural education to help us deal with contemporary challenges, but I wonder if we can catch up with the early 20th century?

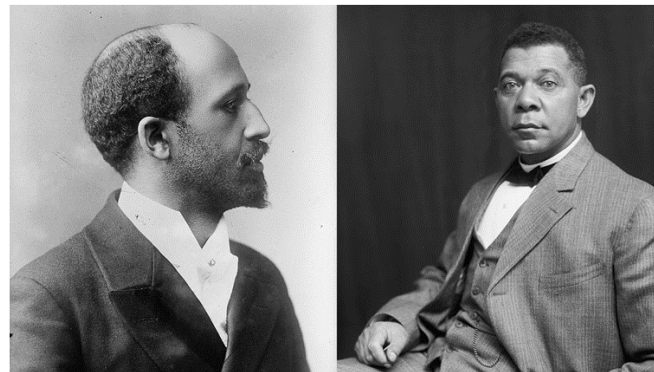




The pragmatist tradition: First you must do something



The critical tradition: What kind of education will best achieve social equality?

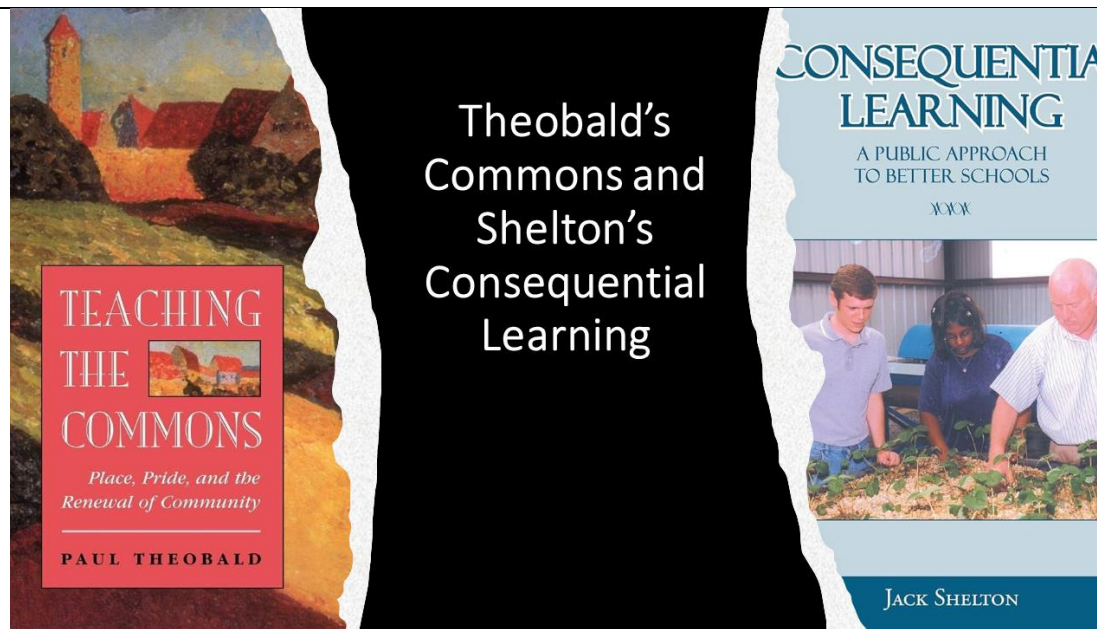
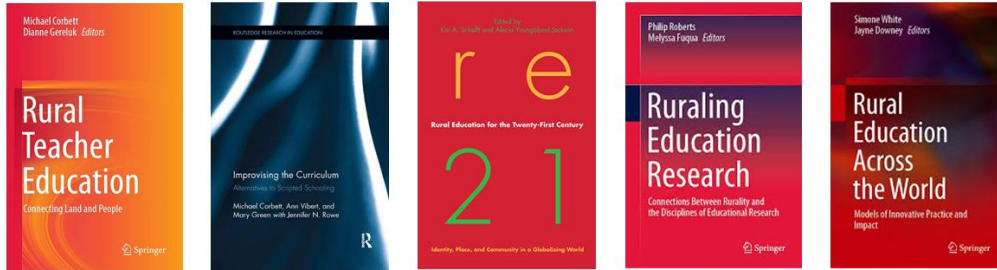


The ecological challenge and the more-than-human world

The ecological crisis and climate emergency is felt most intensely in rural areas where the ice retreats, the waters rise, the forests burn and the animals perish out of site of so many of us cocooned in cities. The climate crisis is a rural crisis and we turn away at our peril.



I argue along with other North American rural education activists and scholars that structural change is necessary to support rural (which is to say - planetary) sustainability



Returning to our pragmatist roots: Do rural schools engage their communities?

Journal of Research in Rural Education, 2017, 32(4)

What We're About Out Here: The Resilience and Relevance of School Farms in Rural Tasmania

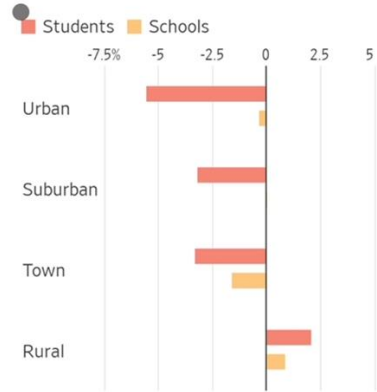
Michael Corbett
Peter Brett
Cherie-Lynn Hawkins
University of Tasmania



The small school movement: Another irony?



Percentage change in students and schools in the U.S., 2019-20 to 2022-23 school years

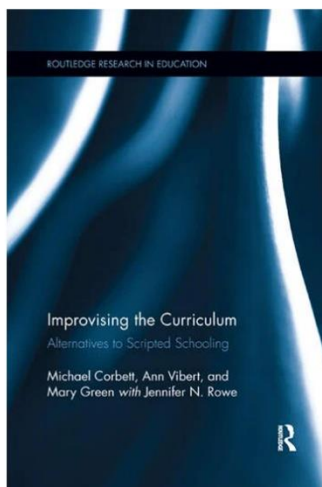


Source: Wall St Journal, 9 May 2024



Some rural education projects

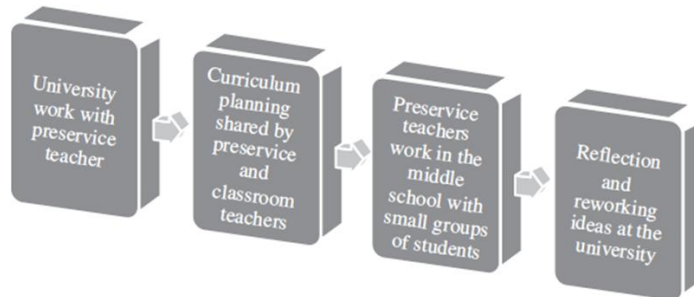
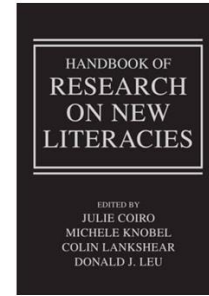
- Grand Rapids – photovoice and trapper’s cabin
- Digby Neck – Community into Curriculum
 - Using photography and video to represent community
 - Greenhouse and bedding plants
 - Water well project
 - Folk musical theatre
- Improvisation project



Curriculum as improvisation rather than script



A Lens on Community: Connecting theory and practice



A final question

What are Taiwan's current wicked rural education problems, and what changes in research and practice might address them?

第二天即席創化工作坊簡介

在這個工作坊中，你將會認識一個電影製作過程，這是 Corbett 教授和 Kimberly Smith 在一個中學的研究項目中使用的一部分，詳情請參閱

《Improvising the Curriculum》這本書。工作坊的目的是給你很多實踐機會，學習和練習使用手機進行基本的電影製作和即興技巧（有時候這些被稱為 cellfilms）。你將會以分組進行，每組四到五個人。

準備：你需要帶什麼來工作坊？

如果你使用 iPhone，你需要從 App Store 下載 PauseCam Video Recorder 應用程式。免費版本很難使用，所以請購買完整版，價格並不貴。如果你使用 Android 手機，那直接下載即可。另外，請攜帶：

1. 手機
2. 一本對你來說重要的書
3. 一個你認為所有人都應該擁有的「可攜式東西」(portable device)
4. 你希望和人分享的某一項技能時所需要用到的所有東西

選帶：手機支架（可讓手機固定拍攝的支架即可、比如附三腳架的自拍棒等）

我們將會做什麼？這個工作坊將包括以下：

1. 簡介
2. 電影遊戲 (Movie Game) 概述
3. 角色和技能：合奏過程、攝影技術、光和聲音、即席創作和支持角色
4. 電影遊戲 #1-此時此刻-我喜歡教學的原因... (*In the Moment – What I like about teaching*): 這個電影遊戲使用了眾所周知的新聞報導來創作短片，也同時練習技巧
5. 電影遊戲 #2 - 談書 (*Talking books*)
(<https://www.youtube.com/watch?v=Rx2EuTc9w6g>) 在這個電影遊戲中，我們將練習從「電影遊戲 1 此時此刻」中所學到的技能，創作一系列 30 秒的談書節目
6. 電影遊戲 #3 - 彈出人物 - 你需要這個! (*Popping People – You need this!*)
彈出人物是一個孩子們喜歡的技巧，我們將用它來拍攝有說服力的短片，並帶有一段轉折
7. 電影遊戲 #4 - 配對和跳切- 我想教你一些... (*Match and Jump Cuts, I want to teach you something*) 在這個最後的電影遊戲中，你將整合所有技能，並在一部短片中進行兩個基本的剪接
8. 創建自己的電影遊戲

總結：

每個小組呈現他們的電影遊戲想法，包括：

- a) 電影遊戲說明
- b) 輔助視覺材料（照片、繪圖、故事板等）
- c) 可發展的主題領域或以 PBL（專案導向）的課程應用。

小組將被邀請簡單介紹他們的電影遊戲。

在工作坊結束時，我們將花 10 分鐘時間，每個小組成員都被邀請撰寫一篇反思，說明他們如何將電影遊戲作為課程的一部分。我們將以自願分享會來作為結尾。



Improvisational Documentary Film Workshop

Introduction

In this workshop you will be introduced to a film-making process that Professor Corbett and Kimberly Smith have used as part of a research project in a middle school which is detailed in the book *Improvising the Curriculum*. The purpose of the workshop is to give you a lot of hands-on opportunity to learn and practice basic film-making and improvisational skills using a mobile phone (these are sometimes called *cellfilms*). You will be working in groups of four or five.

Preparation: What you need to bring to the workshop

If you have an iPhone you will need to download the PauseCam Video Recorder app from the App Store. The free version is difficult to use so please purchase the full version; it's not expensive. If you have an Android phone, you are ready to go. Also **please bring:**

- A cell phone
- A book that is important to you
- A small portable device (other than your phone) that you think everyone should have
- Any materials you will need to teach someone about a skill or something you have learned to do

What we will be doing

The workshop will have the following **components:**

1. Introductions
2. An overview of Movie Games
3. Roles and skills: ensemble process, camera technique, light and sound, improvisation, and support roles
4. Movie Game #1 - *In the Moment – What I like about teaching*
This movie game uses the well known genre of the newscast to create short documentaries while practicing skills
5. Movie Game #2 – *Talking books*
(<https://www.youtube.com/watch?v=Rx2EuTc9w6g>)
In this movie game we will practice the skills from *In the Moment* to create a set of 30 second book talks
6. Movie Game #3 – *Popping People – You need this!*
Popping People is a technique that children love and we will use it to film short persuasive pieces – with a twist.
7. Movie Game #4 – *Match and Jump Cuts – I want to teach you something*
In this final movie game you will consolidate the skill set and work on two basic cuts in short demonstration films
8. Creating your own Movie Game



Debriefing:

Group: Each group presents their Movie Game idea which should include a) a description of the game; b) supporting visuals (photos, drawings, story-boards, etc.); and c) potential subject area or project oriented curriculum applications. Groups will be invited to briefly present their Movie Games.

Individual: At the end of the workshop we will take 10 minutes in which each group member is invited to write a reflection that elaborates how they could use Movie Games as part of their curriculum. We will conclude with a voluntary sharing session.

A short introduction to Movie Games: Social exercises for writing visually with a video camera and for building community

Mike Corbett, Acadia University
Kimberly Smith, Creative Action

Resources and Theoretical Framework



Overview

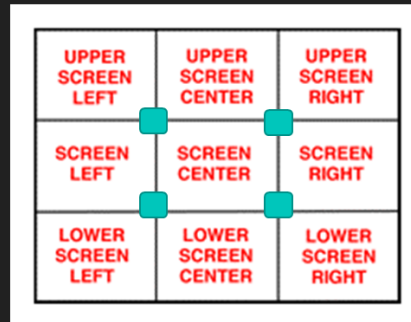


- Ensemble process – collaborative, physically embodied mutual support and non-hierarchical
- Founded on principles of social inclusion, mutual support, improvisation, brevity, and visual storytelling practice (skill)
- In Camera editing – the process is about *feeling* natural edits with the camera and learning to sense the visual grammar of cinema.
- One of the first Movie Games (In the Moment) plays with a universally known form: the TV newscast

<http://moviegames.ca/>

Skill: Framing

- Foster awareness of edges and parts of any frame (or picture)
- [Intentional placement of figures on the screen](#)
- Composition and the rule of thirds
- useful for collaborative communication about “cuts”.



Skill: Sensing Light and Sound

- Learn to FEEL through the camera to understand technical limits.
- Sun or bright light behind subject is called back lighting.
- The sun is a perfect key light when behind the camera
- While it is a bit uncomfortable at first, the closer the camera gets to the speaker, the better the sound quality and the more intimate the image
- Speaking loud, slow and clear is important, particularly at any distance from the camera

Visual Grammar: cutting as magic trick

The cut is the foundation of the modern motion picture

Learning to cut cleanly and decisively is central to the filmmaker's art of illusion

In Movie Games, the pause feature is your cutting tool and you will gain more control with **practice**



Skill: Improvisation

- Everyone knows something (knowledge)
- Everyone can tell a story (voice)
- With support (community) everyone can be courageous and act (agency/inclusion)
- The foundation of human interaction is improvisation (language/creativity)

Movie Games Guidelines

Movie Games

Basic Guidelines

By MGADMIN on MARCH 19, 2013

Movie Games require sharing a video camera and editing-in-camera as your ensemble creates a sequence shot by shot. To get good results, your ensemble has to know the following basic guidelines of motion picture shooting and editing. All of these guidelines are founded on the basic principles of movie editing which have nothing to do with the type of camera or computer you use. This is a THINKING process that is quite challenging to master. Daniel Arjion wrote a brilliant book about this that no great film or video maker can succeed without. It is to film what Gray's Anatomy is to medicine. -An indispensable reference book. Get [The Grammar of The Film Language](#). Then you can try combining some of these ideas and see what happens. Experiment!

[Showing the Story](#) | [Brevity](#) | [Continuity](#) | [Axis](#) | [Framing](#)
[Cross Cutting](#) | [Match Cutting](#) | [Cutting Tight or Wide](#)

Contact Kim at ks@creativaction.ca for more info.

Search for:

RECENT POSTS

[Movie Games Help Do Social Good](#)

[New Booker School Embraces Movie Games](#)

[Mixture of Mountain Biking and Movie Games a Success.](#)

[Dirt Divas Play "In The Moment"](#)

[A Great Explanation of Improvisation](#)

CATEGORIES

[Uncategorized](#)

Your first Movie Game: In the moment



- Group of 4-6 participants
- Anchor person/reporter
- Interviewees
- Camera people

2. "In The Moment" The idea is to emulate a fast paced current event news show. I did this one with the Irondale Ensemble in Halifax. We had a couple of cars so we were able to go to various locations across the city and stage "Live" interviews with group members posing as ordinary citizens. We payed attention to our framing (either left or right) and we shared the camera round robin. All edit-in-camera. Everyone had to pay close attention all the time and try to remember what had happened in the previous location as well as keep on top of the framing. The energy level was quite high. Our finished movie looked like a real live news show.

What it looks like

Video work from the Improvising the curriculum project

<https://vimeo.com/manage/videos/711648831>

Example of playing "In The Moment" at Shelburne Film Camp 2015

<https://youtu.be/3d4HKdK3vv4>

Warm-up

Feeling each other without cameras (Being Present) Hello. This is my big feeling gesture.
Feeling each other with cameras (Being Present) Hello. This is my close-up feeling gesture.
Big shot, Small shot game.

In the moment #2: Framing left and right

Movie Game#2: Talking books

Choose a host for your talking books session
The challenge in this game is to record 30 second book talks with each group member
You may want to develop 2 or 3 prompt questions... or not
Cut from host to participants as cleanly as you can
Host provides Intro and conclusion

Movie Game# 3: Popping people: You need this!

Scene 1: one group member will do a short "commercial" for their object they think everyone must have.
Scene 2: cut to someone watching the commercial and who is considering buying the object
Scene 3: while considering the purchase, two popping people offer advice: one arguing that "you need this", the other arguing the opposite
Scene 4: the final scene shows the potential consumer making the decision.

Movie Game #4: Match and jump cuts – I want to teach you something.

In this movie game you are challenged to develop a format for an instructional video program entitled: "I want to teach you something"
Try to include every group member both as a camera person and as a presenter

Create your own Movie Game

In this exercise you are challenged to create a curriculum focused *Movie Game* appropriate to your grade level.

附錄 Appendices

視訊連結與參與方法 Webex link

本次工作坊第一天除了實體會議，亦提供 Webex 視訊連結供報名者線上參加，請事前下載與安裝 Webex 軟體，再點擊以下連結進入線上會議室。第二天則是現場逐步口譯。

Participant may join IWEE 2024 at National Chengchi University, Taipei or by online platform (Webex). Please install [Webex](#) before the event and click the link below.

日期 Date	視訊連結 Link	參與者密碼 Attendee's password
22 nd May 2024 (週三)	https://nccutw.webex.com/nccutw-en/j.php?MTID=m26182fc79ca7bd371bfd109da2597ad2 會議號 Webinar number: 2561 115 7255	1234

所有報名參與者，在登入時請輸入姓名全稱，以及線上報名時所提供的 email。
Please enter your name and your email on the landing page.





以下為同步口譯的設定。

Please click the button below to select your preferable language.

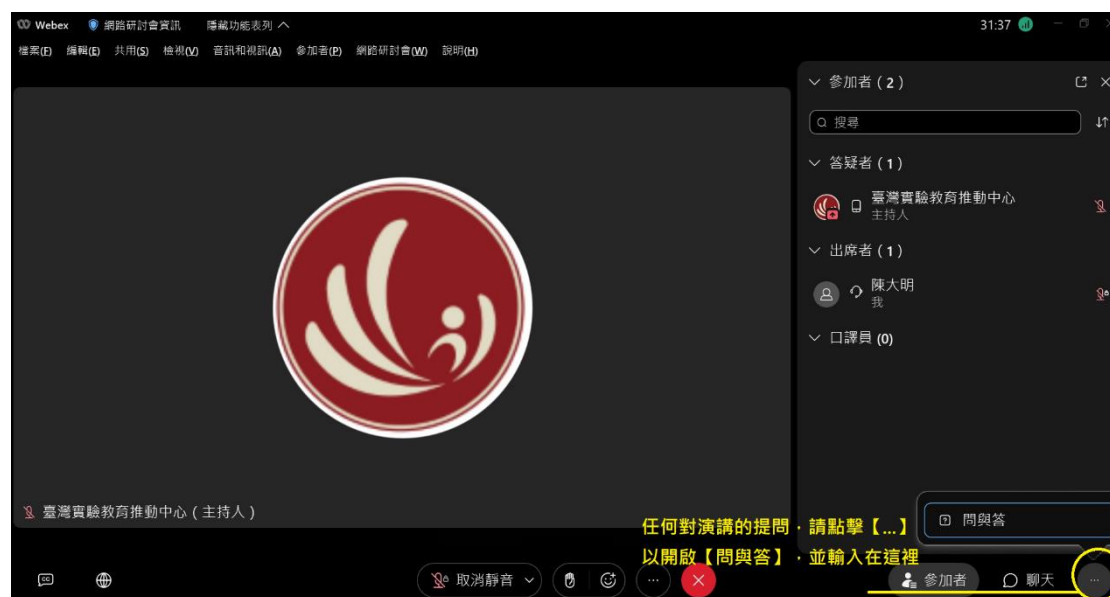


提問功能：

觀眾對講者提出的問題，若是現場觀眾可直接舉手，獲主持人允許後提出。

線上參與者，可把問題寫在 Webex 的【問與答】。主持人將代為讀出有關問題。

You may ask question by raising your hand if you are attending ICEE 2023 in person.
For online participant, please write your question in 【Q & A】 and the chair will address your question to speaker.



Google 雲端資料夾 Google drive folder

<https://drive.google.com/drive/folders/1HADWvbyGn1WKFWgQbEwmVMLFvysGi5m?usp=sharing>



WIFI 密碼

WIFI SSID 名稱 : **teec-mesh**

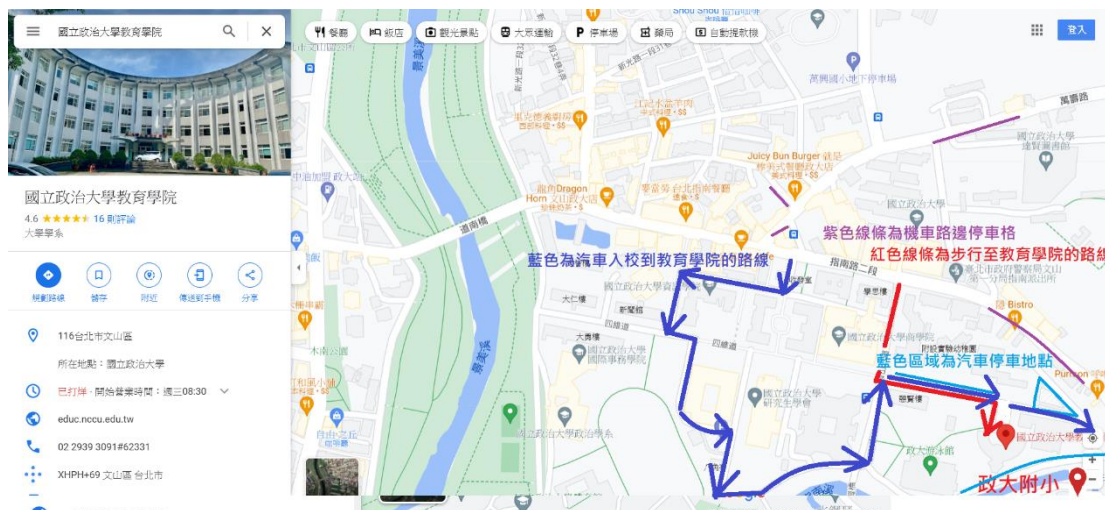
Password: **teec1234**

交通指引| Transportation

國際工作坊的停車地點說明：

1. 行人可循以下地圖紅色路線走或搭乘接駁車到會場。
2. 開車人士則依政大規定校內活動停車採計次收費，並循藍色路線從正門口入校到藍色區域停車。請勿佔用有【教】字的教師停車格。
3. 騎機車者，則請將機車停在路邊停車格（以下地圖中任一紫色區域）後步行入校。

1. For pedestrian, please follow the red arrows in the map below to go College of Education, National Chengchi University by walking.
2. For car driver, please pay parking fee and follow blue arrows in the map below to go College of Education, National Chengchi University through main gate of NCCU. Please do not park your vehicles on the teacher's parking space.
3. For motorcyclist, please park your motorbike at parking lot (purple color lines in map below) and walk toward venue.



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國立政治大學教育部實驗教育推動中心

Taiwan Experimental Education Center

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