接軌國際 鏈結全球

Connecting with the World

SIEP Curriculum Handbook

TAIWAN

Instructions

The Ministry of Education released the "White Paper 2.0 on International Education for Primary and Secondary Schools" (hereinafter referred to as International Education 2.0) in 2020, expecting to respond to the needs of the times and further promote international education for primary and secondary schools. The vision of the International Education 2.0 is "connecting with the world ", with three main goals of "cultivating global citizens", "promoting education internationalization" and "expanding global exchanges", expecting to continue the implementation results of International Education 1.0, and integrate the resources of the administrative network to create an internationalization-friendly environment for primary and secondary schools.

International Education 2.0 achieves the goal of "cultivating global citizens" with the "School-based International Education Project" (hereinafter referred to as SIEP). Schools are encouraged to implement the SIEP according to their own circumstances and needs due to the different characteristics and resource conditions of each school, the practice may vary greatly. Schools can integrate community and teacher resources, as well as student needs to design SIEP from three aspects – curriculum development and teaching, International Exchange and School Internationalization.

This SIEP Curriculum Handbook was compiled by the National Taiwan Normal University team, commissioned by Ministry of Education. It provides schools with clear guidelines. Schools can gradually implement international education curriculum based on the content provided in the handbook. The handbook is mainly divided into four parts, namely, the development of SIEP, SIEP Toolkit Search Platform, resources and frequently asked questions. Provide information for those interested in applying for government grant for SIEP. It is hoped that through the promotion of this handbook, we will cultivate global citizens who embody four essential aspects: demonstrating national values, respecting multiculturalism and international understanding, strengthening international mobility, and fulfilling global citizenship responsibilities.

Part I **The Development of SIEP**	• Providing the key points and steps for integrating SIEP with Curriculum which teachers should follow. • The complete toolkits for SIEP cases are provided on the Toolkit Search Platform of the International Education 2.0 for Primary and Secondary Schools website.
Part II **SIEP Toolkit Search Platform**	• Introducing the SIEP Toolkit Search Platform and search methods.
Part III **Resources**	• Listing resources for schools to use in curriculum and teaching design.
Part IV **Frequently Asked Questions (FAQ)**	• Collecting questions schools may encounter during implementation and providing answers.

Contents

Part I Developing School-based International Education Projects

1. The Purpose of Developing International Education Projects

School-based international education projects (hereafter SIEPs) should align with the school's vision, emphasizing the autonomy and responsibility of school personnel, while continuously maintaining the plan-design-implementation-evaluation feedback loop as well as integrating school human resources and local resources. Schools may design SIEPs based on their own characteristics, needs, and conditions, while also integrating community and teacher resources.

When schools are integrating SIEPs with the MOE-mandated curriculum and the school-developed curriculum, it is necessary to review school resources, analyze and confirm the expected goals and outcomes, as well as organize a task team. It also needs to include steps such as checking/selecting the Indicators of International Education Core Competencies, diagramming curriculum maps, planning and developing teaching activities and learning assessment, as well as implementing outcome evaluation (see Figure 1). The following will explain the implementation guidelines and key points of each step for developing SIEPs.
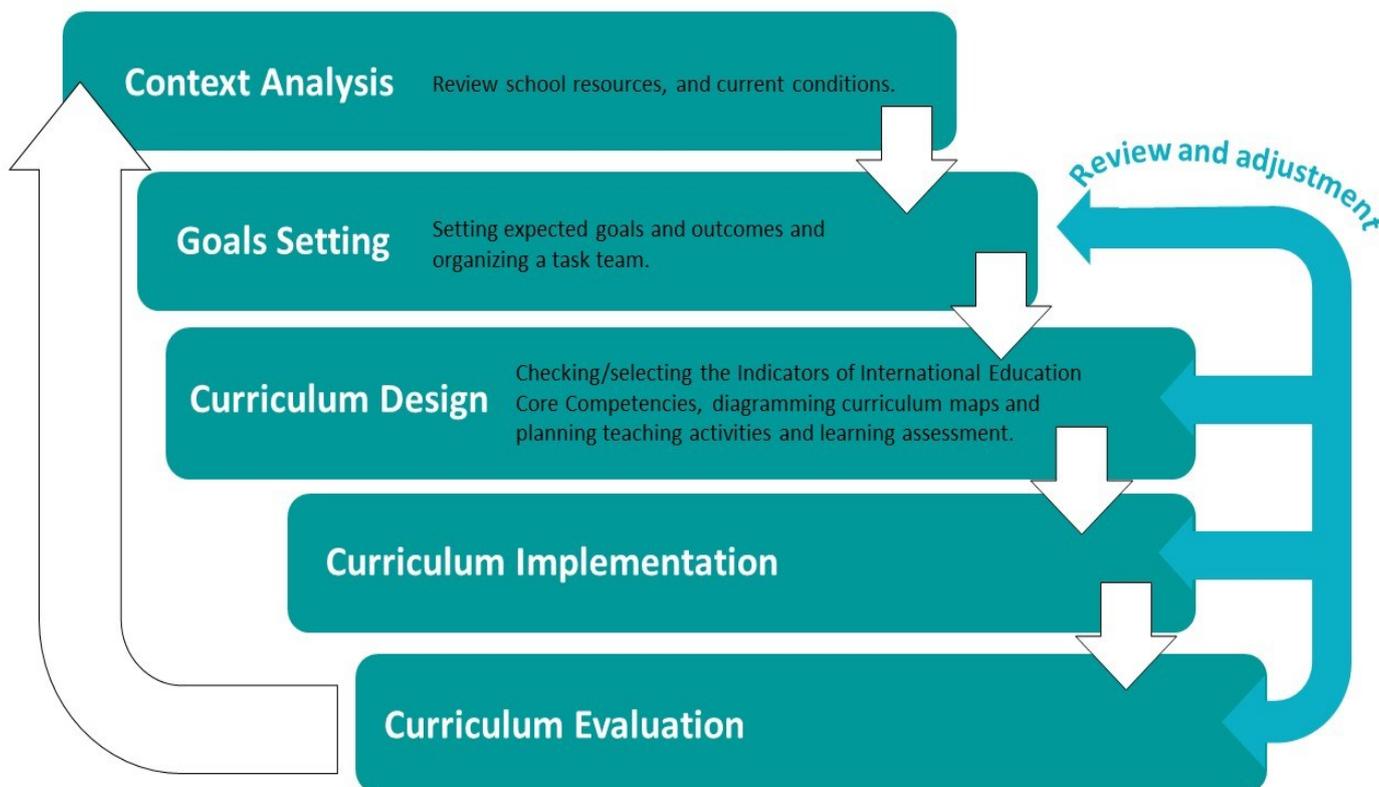

Figure 1 The steps for developing school-based international education projects

2. The Steps for Developing School-based International Education Projects

(1) Context Analysis

1) Reviewing School Resources

The development of SIEPs is no simple task and must be done according to the school's current conditions. Therefore, reviewing the school's existing resources, curriculum, and current implementation of school-based international education is an important basis for developing SIEPs in a new academic year.

When promoting SIEPs, schools can review school resources by examining currently featured courses and related curriculum projects. Schools should also analyze the backgrounds of teachers and students, including checking teachers' international education professional competency and their learning community, as well as students' multicultural background and inquiry-based learning capacity.

In addition, schools can review external resources, beginning from parents of students who are closest to the school and then expanding to the community in which the school is located, as well as to external organizations and associations. An example of reviewing school resources is shown in Table 1.

Table 1. Example of Reviewing School Resources

Aspects		Context Analysis
School Curriculum	Featured Courses	• Grade 10 courses in terms of international education and creative potential; • Grade 11 courses of advanced English and Appreciation of Classic Literary.
	Related Curriculum Projects	• The International School Award (ISA) Certification Plan; • International Education Bilingual Curriculum Development and Global Interdisciplinary Talents Cultivation Program; • "NTPC MAGIC" Project Design and Implementation Forum and Cultural Exchange Plan; • Implementation Plan of Nominating Upper Secondary Students for Technical and Vocational Overseas Learning and Pre-Departure Training; • Curriculum Development Plan for Professional English; • Foreign English Teacher Recruitment Plan; • Plan of Bilingual Collaborative Teaching for Technical and Vocational Courses.
Teacher Professional Learning Community (TPLC)	International Education Professional Competency	• The Professional English Teacher Training of the PVQC; • "Looking at the World, Starting a New Journey" International Education Professional Competency Workshop; • International Education Interdisciplinary Study Workshop (International Education Bilingual Curriculum Development and Global Interdisciplinary Talents Cultivation Program); • Workshop for the Development of Artificial Intelligence Competency Curriculum and Innovative Teaching Method.
	Operation of International Education-related TPLC	• The Professional Learning Community of International Education Teachers (International Education Bilingual Curriculum Development and Global Interdisciplinary Talents Cultivation Program); • The International School Award (ISA) Professional Teacher Community; • TPLC for the Technical and Vocational Bilingual Collaborative Teaching.

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Aspects		Context Analysis
Student Background	Multicultural Background	The students in the school's vocational senior high division are split into three groups: art, home economics and electrical engineering and electronics, each with different specialties, interests and learning backgrounds. One-fifth of the students are directly admitted from the junior high division, and about one-tenth are students with indigenous background. In addition, the school also consists of exchange students with foreign nationalities and multicultural backgrounds sponsored by the Taiwan Rotary International Youth Exchange Program.
	Inquiry-based Learning Capacity	The school's curriculum design is project-oriented, focusing on training students' abilities in information use and self-directed and inquiry-based learning.
External Resources	Parental Involvement	1. Participating in and providing feedback for the school's student performance presentation of International School Award (ISA) courses. 2. The parents' association of the school established a special fund for international education activities, such as visits from international exchange partners and curriculum internationalization.
	Community and Organization	1. Implementing issue inquiry and field study course activities with community resources, such as Dream Community (foreign art workers in Taiwan for local revitalization), Tzu Chi Environmental Protection Station (inquiry of environmental sustainability and circular economy), and Fude Temple in Xizhi District (inquiry of multi-faith culture). 2. Other organizational resources: iEARN Taiwan, British Council International School Award and Taiwan Rotary Youth Exchange Multidistrict Program .

Source: New Taipei Municipal Zhang-shu International Creative Technical High School

2) Analysis of School Current Conditions

Based on the reviewing of school resources, schools should examine the current situations of international education curriculum development and teaching in the past two years.

The curriculum and teaching of international education aims at cultivating global citizens with four aspects and its development is inseparably interconnected to international exchanges and school internationalization. For integrating international education into various subject areas, schools can implement international education courses through issue integration, international project-based learning exchanges, or combing international exchanges, etc., and focus on concept-based learning , inquiry and practice, and multiple assessment (Figure 2).

![Tips logo] Tips

Figure 2 The Diagram of School-based International Education Curriculum

The application form provides checklist of the key points for curriculum development and teaching (Table 2). Schools can tick the corresponding items according to their implementation situation, and then explain the academic year of implementation, curriculum topics, the learning domain integrated, main content, and participants in the description section to illustrate the actual implementation of the school's international education.

Table 2 Example of Analysis of the current conditions

0International Education Related Curriculum and Teaching Activities	Item Checklist	Description
	Please review and tick the appropriate items	Please describe according to the items ticked
Curriculum Approach	■Issue integration □International project-based learning exchanges ■Combining international exchanges	Adopting issue integration in international education curriculum from grades 1 to 6, integrating SDGs into students' inquiry topics, and incorporating international exchanges with the 5th-grade curriculum .
Curriculum Type	■MOE-mandated curriculum □School-developed curriculum 　□Alternative learning courses 　□School developed required courses 　□Elective courses	The teachers compiled international education teaching materials and implemented them in the Integrative Activities learning domain.
Curriculum Theme	■Cultural Learning □international interconnection ■Global Issues	The school's international education curriculum for grades 1 to 4 complemented the topic of "Cultural Learning", while grades 5 and 6 complemented the topic of "Global Issues".
Integration Mode	■Integration into a single learning domain ■Cross-domain integrated curriculum	The school's international education curriculum was integrated into the Integrative Activities, and cross-domain integration was also applied according to the topic-based content.
Learning Domains Integrated	■Language Arts □Mathematics □Social Studies □Natural Sciences ■Technology □Health and Physical Education ■Integrative Activities ■Arts □Professional subjects - subject/title of professional program （_____） 　implemented subject title （_____）	The school designed international education curriculum with different topics for grades 1 to 6, and applied cross-domain integration into subject areas such as Arts, Technology, English, Mandarin, and Integrative Activities according to the topic-based content.

Source: Taipei Municipal Zhiqing Elementary School

(2) Goals Setting

After comprehensively analyzing school resources and current conditions, as well as clarifying the advantages and disadvantages of the past development experience, schools may further develop the goals and expected outcomes of the SIEP for the next academic year based upon the direction of the school's curriculum development approach, integration mode, or inquiry focus.

The expected goals and outcomes can be outlined by using the Objective and Key Results (OKR) framework, to help the task team focus on the expected goals and propose concrete results corresponding to the goals.

Goals can provide the direction of implementation. The goals themselves are not necessarily precise and measurable, but they must be challenging and visionary, while also able to be transformed into concrete and measurable results. It is only when the goals are transformed from the ideal to the real that schools can review the implementation process and adjust it in a timely manner.

Tips

※Example analysis of current conditions and directions for curriculum development

Aspects	Current Conditions	Directions for Development
Curriculum Approach	In the past, the issue integration approach was developed to expand the inquiry base of international education.	The curriculum will be combined with international exchanges for students to put what they have learned into practice so as to promote international cooperation.
Development Orientation	The human rights featured courses have been implemented for many years to increase the depth of the courses for learning.	Action-oriented curriculum design will be applied to realize inquiry learning .
Curriculum Theme	The curriculum theme focused on cultural learning.	The focus of the new academic year will be on exploring international connection or global issues so as to further increase the depth of the international education curriculum.
Integration of related project	The school has an existing project related to information and computer education.	ICT resources will be integrated into international education curriculum via the use of information technology platforms and devices, in order to expand students' international learning experience.

※Example of setting expected goals and outcomes

Goals	Key Outcomes
Integrating sustainable development issues into the curriculum and applying technology to carry out classroom connections with sister schools in other countries.	1. Creating an inquiry-based curriculum package of SDGs issues. 2. Use ICT to engage in curriculum collaboration and inquiry learning with sister schools in other countries.

(3) Organizing a Task Team

Based on the analysis of school resources and directions for curriculum development, the school should then organize a task team which involves the cooperation and integration of school-wide administrative staff and teachers. administrative staff and teachers. The task team usually consists of the coordinator, curriculum development sub-team, professional growth sub-team, and administrative support sub-team etc. The team structure can be adjusted according to the school's needs and conditions. An example is shown in Table 3.

Table 3 Example of organizing a task team

Sub-team	Title	Responsibilities
Administrative Planning	Principal	The coordinator of the task team, in charge of planning and leading the direction of the school's international education.
	Director of Counseling	One of the directors of the SIEP administration, in charge of organizing the implementation results of the entire task team.
	Director of Personnel	In charge of the personnel-related matters of the SIEP administration.
	Director of Accounting	In charge of the funding-related matters of the SIEP administration.
	Section Leader of Counseling	One of the section leaders of the SIEP administration, in charge of collecting the implementation results of the task team and the related TPLC.
	Section Leader of Student Records	Collecting the implementation results of the task team and the related TPLC.
	Section Leader of Special Education	
Curriculum development and teaching	Director of Academic Affairs	One of the directors of the SIEP administration, in charge of the curriculum and teaching related administrative matters and mutual teaching visits.
	Section Leader of Information Technology	One of the section leaders of the SIEP administration, in charge of the curriculum and teaching related administrative matters and mutual teaching visits.
	Section Leader of Equipment	Conducting the curriculum and teaching related administrative matters and mutual teaching visits.
	Section Leader of Registration	
	Section Leader of Curriculum	
	Grade Leaders and Homeroom Teachers	Teaching the SIEP courses.
	Heads and Teachers of Learning Domains	

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Sub-team	Title	Responsibilities
International Exchange	Director of Student Affairs	One of the directors of the SIEP administration, in charge of the international exchange-related administrative matters.
	Section Leader of Student Activities	One of the section leaders of the SIEP administration, in charge of the international exchange-related administrative matters and student visits.
	Section Leader of Hygiene	Conducting the international exchange-related administrative matters and student visits.
	Section Leader of Physical Education	
	Section Leader of Discipline	
School Internationalization	Director of General Affairs	One of the directors of the SIEP administration, in charge of the school internationalization-related administrative matters.
	Section Leader of Documents & Files	One of the section leaders of the SIEP administration, in charge of the school internationalization-related administrative matters.
	Section Leader of General Affairs	Conducting the school internationalization-related administrative matters.
	Section Leader of Cashier	
Resource and Support	Leader of Parents' Association	Introducing SIEP-related resources and providing supports with volunteer services.
	Parents' Association	
	Volunteer Team	

Source: Taipei Municipal Zhiqing Elementary School

(4) Curriculum Design

1) Checking/selecting the Indicators of International Education Core Competencies

The Indicators of International Education Core Competencies are constructed based on the four aspects of the International Education 2.0 for Primary and Secondary Schools, including "Demonstrating National Values", "Respecting Diverse Cultures with International Understanding", "Strengthening International Mobility" and "Fulfilling the Responsibilities of a Global Citizen". The indicators aim at providing guidelines for schools to develop SIEPs, and also serve as benchmarks of students' learning assessment. The following sections will explain the Indicators of International Education Core Competencies and their application.

A. Aspects of Cultivating Global Citizens:

The White Paper 2.0 on International Education for Primary and Secondary Schools (IE2.0) identified four directions of cultivating global citizens, which then became the four aspects of the International Education core competencies in the Instruction Manual of Issue Integration of the Curriculum Guidelines of 12-Year Basic Education. The content of the International Education core competencies for each learning stage (Table 4) were developed with consideration to students' cognition development , and then were adapted for the Indicators of International Education Core Competencies (Table 5).

B. Instructions for Each Educational Stage:

The elementary school emphasizes learning based on self-perception and experience. The main focuses include acknowledging, perceiving, and establishing methods. The junior high school is geared towards social connections and issues, and the main focuses are to understand context and process, cultivate a sense of respecting differences, and use a variety of inquiry methods aligned with skills. The upper secondary school emphasizes thinking critically about real-life scenarios and events, actively caring for injustices caused by differences, and developing action strategies.

The content listed in each educational stage is the benchmark for reference, and a school is advised to adjust to its own context accordingly. For example, if a junior high school selects the indicator of "J1 Understanding the connection between the country's development and the world" for curriculum development and learning assessment, it can also refer to the indicator of "E1" at the elementary school stage to check the students' prerequisite capacities. In this case, the school can also take the indicator of "U1" as the reference to the advanced learning performance.

C. Applying the Indicators of International Education Core Competencies:

The Indicators of International Education Core Competencies can be combined with the topics of the school's international education-related courses or activities, and transformed into corresponding learning objectives, which can be used as the basis for assessing and checking students' learning achievements. For example, if the topic of an elementary school curriculum is "Understanding New Zealand", and the indicator of "E1 Understanding the cultural characteristics of the country and other countries in the world" is selected, then the indicator can be transformed into a learning objective such as "giving two examples of the same cultural characteristics that Taiwan and New Zealand share". Please keep in mind that among the four aspects of the indicators, "Demonstrating National Values" is mandatory , and schools must select at least one indicator in this aspect as the basis for developing learning objectives.

Tips

※ Key Points of Writing Learning Objectives:
1. Describe what the student should learn, not what the teacher should teach.
2. "Actions or specific behaviors" that correspond to the Indicators of International Education Core Competencies, such as writing, describing, or explaining.
3. Writing the context or conditions of behaviors or actions, such as being able to use a computer to compare cases from different countries.
4. Be specific about the outcomes of behaviors and actions, such as being able to explain the content of an article or topic.
5. The criteria of behaviors and actions should be measurable, such as completing 90% correct answers or identifying more than ten countries, etc.

Table 4　Core Competencies of International Education (IE)

Core Competency Dimension	Core Competency Description	Content of Core Competencies		
		Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Demonstrating national values	Students will develop an understanding of their national charac-ter, their nation's con-tributions to the world, as well as its level of international competitiveness, and the evaluation of their nation's performance in the global context; thus, they can build self-esteem and confi-dence in their own culture.	Recognize nation-al culture and its global status. De-velop a sense of national identity, and demonstrate a basic understand-ing and a sense of belonging to one's own culture.	Understand the de-velopmental context of national culture and its relevance to global interactions. Build self-confidence in na-tional culture, and then demonstrate a sense of national identity from a glob-al perspective.	Think critically of any issues related to national identi-ty, and analyze the nation's strengths and weaknesses in the global context. Assume individu-al responsibilities for one's own na-tion, and actively participate in the development of national culture.
Respecting diverse cultures with international understanding	Students will recog-nize the diversity of world cultures to the extent of understand-ing, respecting, and appreciating the value of different cultures in the world. Further-more, they will be able to put the con-cept of world peace into practice.	Understand cultur-al diversity, and display a willing-ness and the abil-ity to appreciate multicultural val-ues. Develop cross-cultural skills of cooperating with and caring for multicultural groups.	Contemplate the for-mation of cultural and international differences, and ana-lyze the benefits and challenges of diver-sity, in order to culti-vate multicultural competence and in-ternational perspec-tive. At the same time, confront the differences and work out solutions during collaborating among multicultural groups.	Explore multicul-tural situations within a global context. Under-stand the interac-tions, associa-tions, and con-flicts among mul-ticultural groups, respect cultural diversity and sup-port the concept of world peace from a global per-spective. Actively initiate or promote cooperation among multicul-tural groups.

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Core Competency Dimension	Core Competency Description	Content of Core Competencies		
		Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Strengthening international mobility	Students will acknowledge the importance of global competencies, especially those in foreign languages, inquiry skills, critical thinking, application of information communication technology (ICT), and cross-cultural communication so that they can put these skills into action and devote themselves to lifelong learning.	Acquire basic language abilities and skills of information application and cross-cultural communication, generate motivation to explore global issues and cultivate problem-solving attitudes and strategies.	Understand and appreciate the importance of language knowledge, multi-inquiry and cross-cultural communication skills, and apply these skills in the international exchange activities.	Display a willingness and the ability to engage in global interactions. Be familiar with language use and approaches of international exchanges, and demonstrate the abilities for global mobility by mastering use of technology, information media and systematic methods.
Fulfilling the responsibilities of a global citizen	Students will understand and respect universal human rights and moral responsibilities; they will also empathize with the plight and situation of the disadvantaged around the world, understand global sustainable development, and implement the principles of sustainability in daily life.	Understand the impact of personal choices and behavior on society and the environment. Realize further the importance of moral responsibilities, social justice, and sustainable development. Cultivate global citizenship and the methods of participation, and implement them in daily life.	Observe and analyze the practice and challenges of global moral responsibilities and social justice. Comprehend and empathize with the plight and situation of the disadvantaged. Explore global sustainable development action plans and strategic practices.	Take the initiative in caring about the issues of global social justice and sustainable development. Recognize the importance of the interdependence of the global community, critically analyze the context of social injustice, and develop effective improvement strategies and implement them in daily life.

Table 5   Indicators of International Education Core Competencies

Dimension	Educational Stage		
	Elementary School (E)	Junior High School (J)	Upper Secondary School (U)
Demonstrating national values	E1 Understand cultural characteristics of one's own nation and other nations in the world. E2 Develop a local identity with an international perspective. E3 Possess the ability to express the characteristics of one's own culture.	J1 Understand the relationship of development between one's own nation and other nations in the world. J2 Develop national awareness with an international perspective. J3 Take actions aligned with the national values of one's own nation.	U1 Understand the role and situation of one's own nation in international society from a historical context. U2 Acknowledge one's own responsibilities to the nation. U3 Participate in the sustainable development of one's own nation.
Respecting diverse cultures with international understanding	E4 Understand the diversity of world cultures. E5 Develop the willingness to learn about different cultures. E6 Distinguish between characteristics of conflict and amity.	J4 Understand the situation of cross cultures and global coopetition. J5 Respect and appreciate the values of different cultures in the world. J6 Assess scenarios of conflict and propose solutions.	U4 Analyze the position of one's nation in global coopetition. U5 Acknowledge the importance of cross-cultural reflection. U6 Propose an action plan and implement it in daily life to maintain world peace.
Strengthening international mobility	E7 Recognize different types of global competency. E8 Recognize the importance of developing global competency. E9 Participate in different types of international cultural activities.	J7 Understand the important content of cross-language and inquiry learning. J8 Perceive the importance of foreign language acquisition and inquiry learning for the development of global competency. J9 Utilize cross-cultural communication skills to participate in international exchanges.	U7 Understand the multiple approaches of cross-language or inquiry learning. U8 Self-reflect on the learning process and results of global competency. U9 Communicate cross-culturally and engage in international collaboration.
Fulfilling the responsibilities of a global citizen	E10 Recognize universal human rights and moral responsibilities. E11 Empathize with the disadvantaged of the plight and situation in the world. E12 Observe global issues and then develop daily action plans to manage them.	J10 Understand the philosophy of global sustainable development. J11 Respect and protect the human rights and dignity of different cultural groups. J12 Explore global issues and conceive local action plans for sustainable development.	U10 Identify action strategies for global sustainable development. U11 Recognize the importance of the interdependence of the global community. U12 Possess the ability to develop global issues solutions and evaluate their efficiency.

2) Diagramming a Curriculum Framework

The curriculum framework or curriculum map provides a comprehensive understanding of the curriculum features. It provides a systematic and holistic observation by visualizing the curriculum framework, so as to develop and establish teaching activities.

Based upon the selection of the curriculum type, integration mode, and learning domains to be integrated, a basic framework may consist of the overall curriculum topic, sub-topics, grades, learning domains, teaching hours, and inquiry foci. In order to develop a suitable SIEP, schools can adopt a cross-domain integration mode to design curriculum to align with interdisciplinary nature of global learning, while also allowing students to integrate their interdisciplinary learning experiences to respond to the comprehensiveness of life competencies.

Tips

※ Key Concepts of International Education Curriculum:

Conceptual thinking helps the interdisciplinary integration of knowledge and allows the transfer of learning to occur across diverse national and international contexts. The selection and clarification of key concepts are useful to focus the curriculum and increase the depth of teaching activities. The key concepts of the international education curriculum are structured into three themes—"cultural learning", "international interconnection" and "global issues". Schools may focus on in-depth inquiry of a single theme or cross-theme integrated inquiry when designing the curriculum.
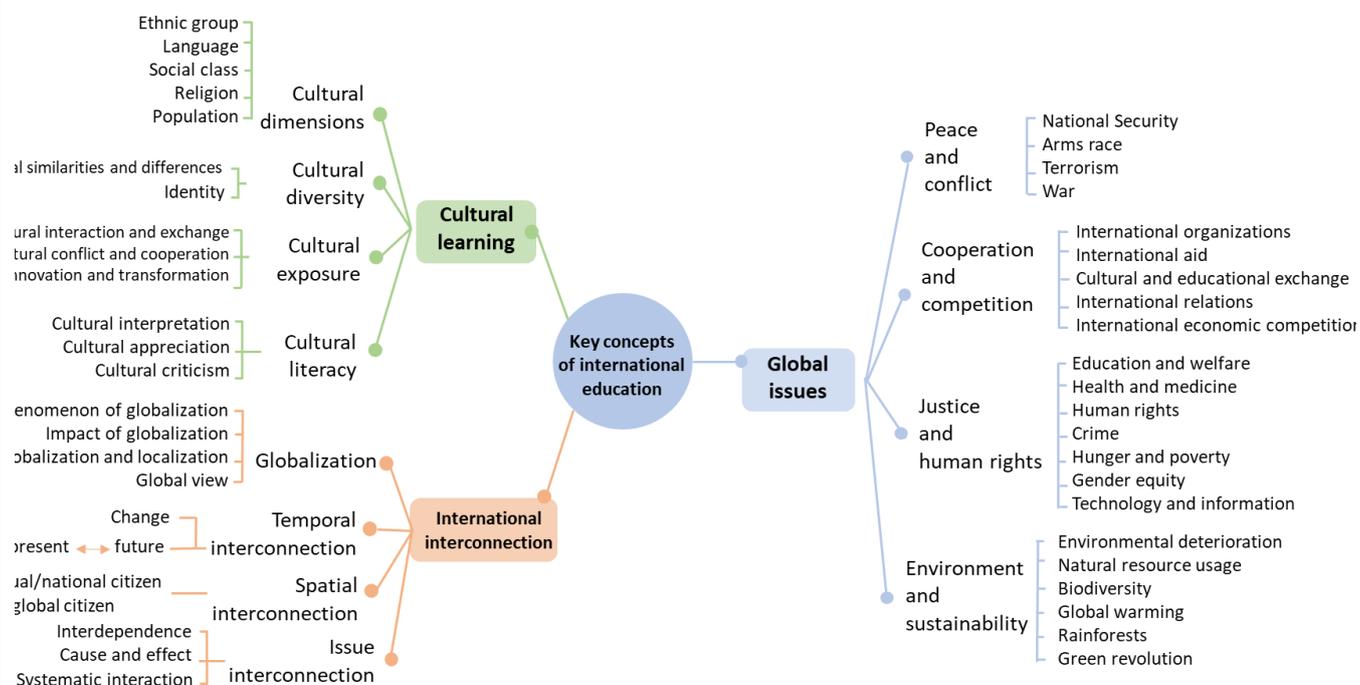
Taipei Municipal Zhiqing Elementary School SIEP Framework

Project Title

School vision — We Love the World

- Health
- Excellence
- Caring
- Cooperation

Course Topics

1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Hello World	Wonderful World	Seeing World from Games	Courtiers with Different Landscape	Zhiqing on the Global Stage	International Correspondents

International Education Curriculum Themes

Cultural Learning			Global Issues
Understanding and Embracing Diverse Cultures	Cross-Cultural Communication and Comparison		Connecting with the World

Learning Methods

Knowing	Understanding	Technology	Aesthetics	Inquiry	Actions

Action-oriented Learning Task

Being there by sound	Exploring cultural taboos	Game inventors	Cultural postcards	Little docents	Citizens in action

Taking Initiative → Engaging in Interaction → Seeking the common good

Figure 3 Taipei Municipal Zhiqing Elementary School Curriculum Framework

Table 6 Taipei Municipal Lanya Junior High School Curriculum Framework

School Vision	Autonomy, Trans-border, Love Learning		
Curriculum Title	Lanya Loves the World –Responsibilities of Global Citizens		
Curriculum Dimensions	Culture	Ecology	Human Rights
Curriculum Objectives	Understanding cultural diversity, developing foreign language skills, fostering curiosity to explore the world, and further cultivating the ability of advanced inquiry in international issues.	Being aware of the international issues regarding environment and sustainability, and realizing the civic responsibilities of environmental protection.	Caring about international issues regarding justice and human rights, as well as developing and implementing problem-solving-oriented action plans.
Course Topics Grades Learning Domains Descriptions	Topic: Reading Geography Grade(s): 7th and 8th Domain(s): Social Studies-Geography, Integrative Activities-Home Economics, and Arts-Visual Arts Description: Interdisciplinary learning and issue integration.	Topic: International Green Living Map Grade(s): 7th Domain(s): Integrative Activities-Scouting Description: Issue integration; community fieldwork.	Topic: Understanding Referendums Grade(s): 8th Domain(s): Social Studies-Civics and Society Description: Mock referendum; Introduction to UK visit.
	Topic: Learning with Suma Gakuen Grade(s): 8th Domain(s): All domains (visit by Japanese sister school Suma Gakuen in October every year) Description: Group experience activities; co-learning issue presentation; Introduction to Japan visit.	Topic: Beach Cleanup And Marine Conservation Grade(s): 7th Domain(s): Alternative Learning sessions (self-directed learning) Description: Lectures on Wilderness, beach cleanup activities; Introduction to Singapore and Malaysia visit.	Topic: Housing Justice Grade(s): 8th Domain(s): Social Studies-Civics and Society Description: Issue integration; Introduction to Singapore and Malaysia visit.
	Topic: Learning Foreign Languages Grade(s): 7th and 8th Domain(s): After-school program Description: Collaborating with universities to offer Japanese, Korean, German, French, and Spanish language programs.	Topic: The New World of Green Energy Grade(s): 8th Domain(s): Alternative Learning sessions (Physics and Chemistry) Description: Inquiry and experiment; Field trip to Taiwan Power Company; Introduction to UK visit.	Topic: Enhancing gender equity Grade(s): 9th Domain(s): Integrative Activities-Guidance Activities Description: Issue integration

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Curriculum Dimensions	Culture	Ecology	Human Rights
Course Topics Grades Learning Domains Descriptions	Topic: International Learning in English Picture Books Grade(s): 7th Domain(s): Alternative Learning sessions (English) Description: Collaborative teaching of picture books with foreign English teachers.	Topic: Global Water Resources Grade(s): 8th Domain(s): Alternative Learning sessions (Physics and Chemistry) Description: Inquiry activities; field trip to Taiwan Water Corporation, Introduction to Singapore and Malaysia visit.	Topic: Big Steps for Human Rights Grade(s): 8th Domain(s): Social Studies-Civics and Society Description: Issue integration; human rights protection and support activities.
	Topic: Looking into the World Grade(s): 8th Domain(s): Alternative Learning sessions (English) Description: Teacher-complied issue integration teaching materials.	Topic: Fun Overview of the World Grade(s): 7th Domain(s): Summer sessions Description: Self-directed experiential learning activities.	
	Topic: Interdisciplinary Readings Grade(s): 7th Domain(s): Alternative Learning sessions (Chinese) Description: Issues integrated into reading materials.		
International Exchange	Satoyama Ecology Field Trip to Japan, Green Singapore and Malaysia Field Trip, Cultural landscape and Green Energy Field Trip to the UK		

Bei Da Senior High School SIEP Framework

School vision

Holistic Education, Prestige worldwide

Learner Profile

Knights of Yuanshan

Curriculum Goals

Local Perspectives — Global View — Issue-based Inquiry — Action and Practice

Grades

| 7th grade | 8th grade | 9th grade | 10th grade | 11th grade | 12th grade |

Course Topics

| My travel memories | Diverse perspectives on international issues | Global mindset | Cross-culture training | Global issues | Inquiry in international relations |

Featured Course activities

Project-based exchanges with sister schools, Write for Rights, Action plan advocacy, Model United Nations, Mapping and exploring the world

Figure 4 New Taipei Municipal Bei Da Senior High School Curriculum Framework

Table 7 New Taipei Municipal Zhang-shu International Creative Technical High School Curriculum framework

Course Objective	International Understanding			International Exchange Capability		Diversity and Respect Culture	
Learning Objective	Understand the conflicts between global industries and sustainable development			Understand the responsibility of a global citizen		Enhance cross-culture cooperation, competition, and communication	
Class	1st grade of high school / Sustainable Living			2nd grade of high school / Multicultural Identity		3rd grade of high school /Dream and Practice	
Topic	LOAHS Fashion	Plastic Bag Restriction	Electronic Devices Deposal	Faith, Love Earth	Kaleidoscope	Pursue your Dreams	Chase Dreams without Borders
Inquiry Activity / Respect and Equality	The footprint of fast fashion and sustainable development	Global Plastic restriction implementation and impact	e-waste and sustainability	Temples, religions, and culture	Diverse and justice in films and television programs	Urban revitalization	Multicultural identify and global context
	Circular Fashion, alter old clothes	Forget to Bring Your Own Bag? Innovation and Creation	Transformer, transform e-waste	The conflicts and connection between traditional culture and modernization	Cross-culture communication in animation techniques	Spare space reusage	Interview foreigners Taiwan
International Connection / Business and Cooperation	Transnational/cross-border LOHAS fashion design project	Green innovation exhibition	International Exchange on e-waste upcycling action plans	Green culture innovation and exchange	Cultural differences in photos	International Exchange on Regional revitalization	

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Topic	LOAHS Fashion	Plastic Bag Restriction	Electronic Devices Deposal	Faith, Love Earth	Kaleido-scope	Pursue your Dreams	Chase Dreams without Borders
Professional Subject	Fashion	Fashion	Information Technology	Multimedia and animation	Multimedia and animation	Fashion	Multimedia and animation
	Apparel production	Multimedia production	Art and life	Graphic design	Exhibition and Performance Practice	Cultural innovation and industry development	Digital photography
General Subject	International education	International education	International education	Mandarin	English	International education	English
Exchange School/Country	Los Gatos High School, USA	Delhi Public School Raipur, India	Silicon Valley CTE, USA	Delhi Public School Raipur, India	Lycée Malherbe, France	Inanda Comprehensive High School, South Africa	All countries
Exchange Type	Transnational co-created projects	Online exchange of learning outcomes	Transnational interview video exchange	Online exchange of learning outcomes	Online exchange filmed works	Revitalization project video exchange	Street interviews
Learning Outcome Presentation	Fashion Week; International Youth Forum on Project Design	International Youth Forum on Project Design	International education learning outcome presentation	International education theme week	International education theme week	International education theme week	International education learning outcome presentation

3) Developing Teaching Activities and Learning Assessment

Teaching activities reveal the dynamic process of inquiry learning and reflect learning objectives. While developing teaching activities, schools should not only consider the arrangement of inquiry content, but also how learning activities and assessments can align with learning objectives and encompass multiple dimensions of learning performance.

The Curriculum Guidelines of 12 Year Basic Education provides "core competencies" as the main basis for curriculum development and emphasizes learner-centric, integrated and practical learning. Therefore, teaching activities in SEIPs must contain at least one inquiry learning task, to integrate the learning focus and identify the competency cultivated through the completion of the task.

Furthermore, the development of teaching activities and learning assessment are complementary to each other. Schools need to first consider the summative assessment and tasks of inquiry and practice, while teaching activities and formative assessment can be accordingly established afterwards.

Table 8 Example of Teaching Activities and Learning Assessment Design Sheet for Issue Integration

Course Title/ Unit Title	Zhiqing's International Correspondent: Investigation of Water Issues
Rationale	This unit explores an important and common necessity in daily life: water. It begins with the students' own experiences and connects them with international environmental issues, as well as explores water resource issues. It also aims at guiding students to understand regional differences in living environments, and to respect and appreciate characteristics of various regions. Furthermore, this unit applies group discussions to help students draw up action plans with tips for cherishing and saving water, as well as foster their abilities in sensing and solving problems, revising action play, and achieving action task goals. Three action tasks are included in this unit: Action Task 1, "Analysis of the Water Dilemma in Various Countries", requires students to report on the water resource predicaments in various countries; Action Task 2, "Learning from Other Countries", emphasizes on analyzing successful cases of sustainable water resource development in other countries; Action Task 3, "Little Citizens' Tasks", asks students to implement effective action tasks to conserve water. By completing the three tasks, students are expected to learn about collecting and summarizing information via action-taking, generate consensus through group cooperation and discussion, evaluate the effectiveness of task implementation, as well as share results with one another to make their learning more meaningful.
Domain/Subject Integrated	Integrative Activities
Grade/Class	6th grade
Sessions	8 sessions

(Continued)

Indicators of International Education Core Competencies	Learning Objectives	Summative Assessment
E12 Observing global issues in daily life and constructing daily life action plans.	E12-1 making good use of information technology to explore global water issues and reflect on the causes of problems and its solutions. E12-2 Looking after the environment within the global context and taking practical actions to improve water usage problems in daily life. E12-3 Exploring global water issues through cooperative learning. E12-4 Using multiple methods to present the results of inquiry.	• Group tasks: Analyzing uses of water resources in various countries and exploring their solutions. • Developing and implementing Cherish Water Action tasks. • Presenting the action process and results in a slideshow. ※ The assessment rubrics include the completeness of the presentation content, the effectiveness of the civic tasks, the level of participation in team work and the interactivity of oral expression.

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Analysis of he Water Dilemma in Various Countries	1. Exploring water resource issues: Guiding students to understand the dilemma of water resource usage confronting the world today, and discussing SDG 6 "Clean Water and Sanitation". 2. Action Task 1: Dividing the class into 7 groups (4 students in a group) to explore issues such as "water shortages and unclean water" and "water pollution and wastage". 3. Water Resource Correspondents: Students worked in groups to complete a report on the water usage dilemma in the country assigned.	3 sessions	E12-1 E12-3 E12-4	Formative Assessment: Using a tablet to search for information online and make a group presentation slideshow

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Learning from Other Countries	1. Case study of successful sustainable water resource development: Introducing examples of successful cases that have attracted international attention in sustainable water resource management. 2. Action Task 2: 1) Guiding students to search for good examples of sustainable water resource management and explore countries which have met the SDG of "Ensuring Availability and Sustainable Management of Water Resources". 2) Guiding students to find out what reform actions other countries have taken in their daily life to cherish and make good use of water resources, as well as what technologies they used for water purification.	3 sessions	E12-1 E12-3 E12-4	Formative Assessment: Designing checklists to evaluate the effectiveness of action tasks.
Little Citizens' Tasks	1. Extending the discussion from SDGs issues to citizens' tasks: 1) Guiding students to experience and understand the process of "problem identifying to problem solving" related to global water resource issues. 2) Guiding students to reflect on their responsibilities as global citizens and take practical actions to protect the environment. 2. Little Citizens' Task on "Tips for Cherishing and Conserving Water": 1) Introduction: Guiding students to think about how they should collaborate and plan the task of cherishing water resources. 2) Completing tasks: Directing students to plan the allocation of group tasks and complete the tasks (such as planning a schedule, searching for information, and making and presenting the slideshow, etc.) 3) Collaborating on designing the task checklist. 3. Little Citizens' Task Presentation on "Tips for Cherishing and Conserving Water": Group presentation on the results of the task implementation.	2 sessions	E12-1 E12-2 E12-3 E12-4	Summative Assessment: Implementing "Water Resources Correspondents" and checking results with assessment rubrics.

Source: Taipei Municipal Zhiqing Elementary School

Table 9 Example of Teaching Activities and Learning Assessment Design Sheet for Issue Integration

Course Title/ Unit Title	LOHAS Fashion	
Rationale	In recent years, Taiwan has been affected by the global fast fashion trend, giving birth to numerous related fashion businesses. However, behind the enjoyment of the latest fashion, there is a huge cost of environmental pollution and labor exploitation. This course starts with the topic most relevant to students' technical and vocational majors: fast fashion. It then follows with discussions of the global sustainable development crisis brought by modern industries and emerging business models. Furthermore, this course guides students to explore people's thoughts about "slow consumption" and "circular economy", and helps them apply their professional knowledge to propose social action projects that corresponds to LOHAS fashion.	
Domain//Subject Integrated	Mandarin, Mathematics, Fashion	
Grade/Class	10th grade	
Sessions	22 sessions	
Indicators of International Education Core Competencies	Learning Objectives	Summative Assessment
U9 Possessing the ability for cross-cultural communication and international cooperation.	U9-1 Using English to introduce creative clothes designs and share its rationale.	Circular Fashion and Creative Clothes Upcycling: Using their understanding of fast fashion and circular economy, students design and produce transnational projects for creating new apparel with sustainable development ideas, present the upcycling process and results, as well as evaluate the sustainability of the project.
	U9-2 Using English to discuss circular economy and slow fashion production with international exchange partners , and work in collaboration to complete projects.	
U10 Identifying action strategies for global sustainable development.	U10-1 Understanding the development of fast fashion Isues, and the models of industrial reform and popular consumption in the era of Industry 4.0.	
	U10-2 Understanding the transformation of the fashion industry from the perspective of circular economy.	
U12 Developing the capacity to propose solutions for global issues and to evaluate actions taken.	U12-1 Upcycling second-hand clothes through creative thinking.	
	U12-2 Applying statistics and data induction methods to analyze the benefits of their own circular fashion creation to sustainable development.	

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Fashion Footprint: Fast Fashion and Sustainable Development	1. Guiding students to reflect on their clothing consumption habits in daily life and its correlation to the business model and fashion trends of the modern clothing industry. 2. Asking students to share their consumption habits and clothes disposal methods in English. 3. Asking students to discuss environmental sustainability and labor exploitation issues caused by fast fashion supply chains around the world, and to think about popular fast fashion brands in their daily life and the brands' marketing strategies.	6 sessions	U10-1	Fast fashion issues worksheets.
Circular Fashion: The Latest Ethical Fashion Trends of Creative Clothes Upcycling	1. Guiding students to think about solutions for the problem of fast fashion sustainability, as well as think about whether the fashion industry or enterprises have raised relevant concerns, or think of examples of habit changes in daily life that can reduce the problems caused by fast fashion. 2. Introducing to students the circular economy transformation of fast fashion, the waste reclamation and service-oriented business model advocated by slow consumption, as well as guiding them to discuss the strategies for reducing resource consumption. 3. Guiding students to think creatively about applying their professional clothing production skills to upcycle their own old clothes, and to enable them to realize the environmental aesthetics of clothing upcycling. 4. Helping students to introduce the rationale of their upcycling work in English and to make a video for the introduction.	8 sessions	U9-1 U10-2 U12-1 U12-2	1. Upcycled products from second-hand clothes. 2. An introductory video on creative clothes upcycling. 3. Classroom sharing and presentation. 4. Worksheet for evaluating the sustainable benefits of the circular fashion upcycling project.

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Transnational/ Cross-Border LOHAS Fashion Design Project	1. Guiding students to think about how to design and produce sustainable clothing with their transnational partners based upon their understanding of the circular economy transformation of fast fashion. 2. Introducing to students the Los Gatos-Saratoga Union High School District's "Fashion Design & Textile Art Program" (a part of Silicon Valley Career Technical Education), and the possibility of transnational cooperation with schools in the district. 3. Guiding students to think creatively about using information technology to enhance the fashion design, with the goal of achieving sustainable cities, communities and the environment. 4. Guiding students to discuss online with international partners about co-creating sustainable clothing, and developing ideas on how to introduce product marketing content such as creative rationale, production process, and product features. 5. Directing students to create introduction videos with multimedia animation and present them in the international forum with their transnational partners.	8 sessions	U9-2	1. Observing the process of students' online collaboration and exchange with transnational partners. 2. Project Presentation.

Source: New Taipei Municipal Zhang-shu International Creative Technical High School

Table 10 Example of Teaching Activities and Learning Assessment Design Sheet for International Project-based Learning Exchanges

Course Title/ Unit Title	Bringing Paintings to Life	
Rationale	In this unit, students are expected to expand their learning in various fields by participating in the Japan Art Mile Project on the iEARN platform. Students will also be guided to understand the characteristics of the architecture, food culture, and aboriginal culture in their hometowns via fieldwork learning experiences. Based upon the in-depth understanding of the aforementioned course content, students will then present their learning outcomes in the form of murals, and then jointly paint murals in groups with their transnational partners in Japan and share their paintings with one another.	
Domain/ Subject Integrated	Language Arts, Social Studies, Arts, Technology	
Grade/Class	3rd and 4th grade	
Sessions	12 sessions	
Indicators of International Education Core Competencies	Learning Objectives	Summative Assessment
E1 Understanding the cultural characteristics of the country and other countries in the world. E2 Developing a local identity with an international vision. E9 Participating in the school's international cultural activities in a variety of ways.	E1-1 Reading multiple texts in depth and collecting information related to the learning theme through appropriate channels. E2-1 Understanding the cultural similarities and differences between Taiwan and Japan via artistic expression. E9-1 Using English pronunciation, intonation and sentence patterns appropriately to briefly describe the beauty of Taiwanese culture.	Taiwan-Japan Mural Exchange: Students engage in transnational cultural exchange and sharing in small groups with Japanese partners and jointly paint murals.

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
I love Chiayi City	Hometown Culture Inquiry: Guiding students to understand the history of their hometown, Chiayi, and the development of its food culture via learning about Chiayi's iconic architecture and cuisine, to deepen their national identity.	3 sessions	E1-1 E2-1 E9-1	Formative Assessment: 1. English self-introduction sheet and bilingual presentations. 2. Video presentation performance. 3. Group cooperation in painting murals. Summative Assessment: SIEP Assessment Sheet of "Taiwan-Japan Mural Exchange Project".
Say "Hi" to Japan	1. Guiding students to write a self-introduction in English and make small gifts to send to their Japanese partners as first meeting gifts. 2. Dividing students into small groups to prepare bilingual presentations on the school's special attractions and student clubs, to be presented in the video conference.	3 sessions	E9-1	
Bringing Paintings to Life	1. Guiding students to design different drafts of the mural, and then discuss and confirm the final draft with Japanese partners in the video conference. 2. Directing students to engage in transnational cultural sharing with Japanese partners via painting murals.	6 sessions	E1-1 E2-1 E9-1	

Source: Wenya Elementary School, Chia Yi City

Table 11 Example of Teaching Activities and Learning Assessment Design Sheet for Integrating with International Exchange

Course Title/ Unit Title	Little Ambassadors - Cultural Explorer			
Rationale	The school partners with Lawrence S. Ting School in Ho Chi Minh City, Vietnam. In order to prepare students for a five-day Immersive Learning visit to the partner school, this unit integrates the topic of Vietnam into the curriculum. It aims at guiding students to better understand the city they live in while also discovering the beauty of Ho Chi Minh City, Vietnam. Students will also design a city tourism map by collecting various tourism, cultural and historical materials of their own city, and learn how to select important information and present it with clear and effective graphics and texts.			
Domain/ Subject Integrated	Social Studies, Integrative Activities			
Grade/Class	5th grade			
Sessions	8 sessions			
Indicators of International Education Core Competencies	Learning Objectives		Summative Assessment	
E1 Understanding the cultural characteristics of the country and other countries in the world	E1-1 Appreciating and comparing the characteristics and cultures of different cities in the two countries. E1-2 Designing an itinerary for a one-day tour in Ho Chi Minh City. E1-3 Appreciating culturally significant objects of other countries.		Itinerary for one-day tour in Ho Chi Minh City: Each group completes a plan for a one-day tour of Ho Chi Minh City, and pitches their plan for selection to be adopted as the official tour plan.	
Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
My hometown	1. This is My City: 1) Guiding students to draw a city map to introduce various attractions in Taipei. 2) Asking students to share stories about the city they live in and use photos or collages to present the diverse aspects	4 sessions	E1-1	Formative Assessment: 1. Oral assessment. 2. Product assessment 3. Activities participation. 4. Worksheets for learning activities. 5. Student reflection worksheet. 6. Parents' feedback.

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
	allowing students to introduce the city from their own perspectives. 2. One Day for My City: 1) Guiding students to discuss an action plan for improving the city. 2) Guiding students to make a commitment with the partner school to conduct one-day "friendly city" volunteer activities, such as public fundraising, mountain cleanups, and community cleaning etc. 3. Guiding students to use online platforms to communicate with their exchange partners about each other's school life. 4. Using mobile devices to design questions related to the two cities, and applying online assessments to improve students' understanding of each other's cities.			Summative Assessment: Presentation of the itinerary of one-day tour in Ho Chi Minh City.
Little travelers	Guiding students to work in groups to complete a plan for a one-day tour of Ho Chi Minh City, and pitches their plan for selection to be adopted as the official tour plan. 1. Asking students to collect Vietnam travel itineraries provided by travel agencies. 2. Guiding students to discuss the collected tourist information to decide on a one-day itinerary. 3. Directing students to use Google map to plan the one-day tour routes. 4. Guiding each group to finalize their itinerary. 5. Asking each group to propose and pitch their plan for selection to be adopted as the official tour	2 sessions	E1-2	
Culture box exchange	Students of the two partner schools vote to choose cultural objects, and introduce the stories and characteristics of their cultural objects, so as to understand what's special about the other country. 1. Guiding each group to discuss their own country's culturally significant objects and design their own creative culture boxes. 2. Directing each group to collect and prepare materials within a week, and then finish the culture boxes to send to the partner school; asking students to write down their reflections after seeing all culture boxes from both sides.	2 sessions	E1-3	

Source: Taipei Municipal Jiantan Elementary School

Table 12 Example of Teaching Activities and Learning Assessment Design Sheet for Combining International Exchanges

Course Title/Unit Title	Ending Hunger with Your Friendship and Support	
Rationale	Since its outbreak in December 2019, COVID-19 has caused countless deaths, and the global hunger crisis caused by the pandemic has exacerbated poverty in poor countries and resulted in even more death. Therefore, this unit adopts an interdisciplinary approach to guide students to collect, read, and analyze textual information related to hunger, as well as discuss and explore ways of solving hunger. Students will also be encouraged to participate in hunger experiences on Earth Day and share their own reflections. In addition, through farming practice, students will propose methods to solve practical farming problems and increase productivity, and exchange farming methods (such as plowing, sowing, fertilizing, weeding, etc.) with African partner schools through video calls. With partner schools in Kenya and Uganda, students will plant corn (three different varieties of corn are grown in Taiwan), and share the process of crop growth, pests and diseases, and harvest with classmates and family members.	
Domain/ Subject Integrated	Language Arts, Math, Social Studies, Integrative Activities, Health and Physical Education, Food and Agriculture Course	
Grade/Class	8th grade	
Sessions	7 sessions, 1 day of hunger experiential activities, 4 months of food and farming practice	
Indicators of International Education Core Competencies	Learning Objectives	Summative Assessment
J3 Demonstrating actions that recognize national values.	J3-1 Using books and the Internet to collect and analyze data to explore the causes of famine. J3-2 Practicing Farming and planting in a farm. J3-3 Increasing crop productivity through action.	Food and Agriculture Experience Learning Records: Students record the process of plowing, sowing, weeding, fertilizing, watering, and harvesting, and organize all of the records into a slideshow to share with partner schools.
J9 Applying intercultural communication skills to participate in international exchanges.	J9-1 Expressing cultural implication and communicating on related issues clearly while engaging in transnational exchanges with partner schools.	
J11 Respecting and protecting the human rights and dignity of different cultural groups.	J11-1 Thinking and planning a famine aid project for Africa, as well as expressing altruistic attitudes toward global issues.	

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Language Arts: Hunger issues from the global perspective of justice and human rights.	1. Guiding students to understand problems of hunger and national development in Kenya and Uganda caused by COVID-19 pandemic. 2. Helping students understand the local environment in Kenya and Uganda via video conference. 3. Directing students to discuss the life changes caused by the pandemic.	2 sessions	J3-1 J9-1 J11-1	Worksheet: 1. The geographic location of the partner country and causes of hunger in that country. 2. Communication and expression in video conference.
Math: Exploring harvest issues with binary linear equation.	1. Teaching students to use symbols and reasoning to think about how to maximize the cultivation area on the farm. 2. Directing students to apply reasoning and operation to estimate the total annual production increase that can be achieved by maximizing the cultivation area when annual production is fixed.	2 sessions	J3-1 J3-2 J3-3	Worksheet
Social Studies: Hunger and global shocks by COVID-19	Guiding students to explore the reasons for people's hunger and homelessness during the pandemic and how to solve these problems.	2 sessions	J11-1	Worksheet
Integrative Activities: Fighting on the frontline of Hunger	1. Guiding students to explore possible ways to support Kenya and Uganda. 2. Directing students to participate in a charity sale during the school events and donate all the money from the sale.	1 session	J11-1	1. Oral presentation. 2. Participation in the charity sale.
Health and Physical Education: Experiencing hunger	Offering students experiential learning sessions on Earth Day, including shutting down water and power supply, as well as a hunger experience activity (no lunch, and only providing milk and a piece of bread at 3:30 pm).	1 day	J3-1 J11-1	Worksheet: hunger experience activity and reflection.

(Continued)

Teaching Activity	Description	Sessions	Objectives	Assessment (including summative and formative assessment)
Food and Agriculture Course: Experiential Learning-Taiwan corn vs African corn	1. Guiding students to conduct a video conference to discuss methods of corn farming and negotiate the timing for simultaneous planting with the partner schools. 2. Directing students to take photos and videos every month to record the growth process of their corn and discuss challenges or problems in the planting process. 3. Guiding students to cook or sell the corn they harvest and share their observation of differences between their corn and commercially available corn. 4. For the partner school in Africa: the corn harvested is for home consumption or selling in markets to increase their income.	1 semester (4 moths)	J3-1 J3-2 J3-3 J9-1 J11-1	Summative Assessment: 1. Records and scores for plowing, sowing, weeding, fertilizing, watering, and harvesting. 2. Video conference: self-introduction, slideshows of farm records, outcomes sharing, etc. 3. Earnings from the production harvested are used as funds for next planting.

Source: Nanrong Junior High School, Pingtung County

A. Planning Inquiry and Action Tasks:

Inquiry and action are the key learning tasks of the curriculum When applied as the summative assessment of the curriculum, they include all the learning objectives and integrate all learning activities of the curriculum.

The planning of inquiry and action tasks must be based on the Indicators of International Education Core Competencies and the learning objectives. Therefore, the first step of planning is to comprehensively look through the Indicators of International Education Core Competencies and decide the key learning objectives. The inquiry and action tasks can then be developed appropriately.

Inquiry and action tasks can be in the form of group activities or individual reports, as well as action plans or portfolio assessment. The main point of planning is to integrate the content and performance tasks included in the learning objectives in order to present the learning outcomes.

B. Concept-based Curriculum Design :

The international education curriculum is competency-oriented with the aim of cultivating students' abilities of interdisciplinary thinking and action taking in the learning process. The curriculum design needs to guide students to apply important concepts and skills to distinguish patterns and connections, and equip them with transferable understandings. Therefore, in the concept-based curriculum design, developing the guiding questions is an important step in designing teaching units. By identifying key concepts and keeping "what must students understand at the conceptual level?" in mind, it helps the curriculum design move from factual understanding to synergistic conceptual thinking.

Tips

Example Plan of Inquiry and Action Tasks for International Human Rights Unit:

Indicators of International Education Core Competencies	Learning objectives
J9 Utilize cross-cultural communication skills to participate in international exchanges. J11 Respect and protect the human rights and dignity of different cultural groups.	J9-1 Using more than one foreign language to search for and read the stories of international human rights fighters. J9-2 Writing a letter in a foreign language to foreign human rights activists. J11-1 Analyzing the similarities and differences of the experiences of at least three groups of human rights activists in different cultural contexts. J11-2 Appreciating the concepts, courage, and importance of the human rights that different activists advocate. J11-3 Giving an oral presentation of at least three reasons to support of international human rights protection.
Summative Assessment	
【To the human rights activists】 Students individually integrate their understanding, appreciation and reflections from the human rights case studies and select a human rights activist to whom they will write a letter in a foreign language. The letter will express the student's encouragement and support to the activist(s). The content of the letter must consist of the student's understanding and appreciation of and reflections on the case study.	

Erickson , H. L., Lanning, L., Rachel, F. (2017). Concept-based curriculum and instruction for the thinking classroom (2nd ed.). New York, NY: Sage publishing.

The inquiry questions can be categorized into three types: factual, conceptual and debatable (Erickson, Lanning & Rachel, 2017). Factual questions are content-driven questions. They often use "what" as the question word, which can be used to clarify terminology in the statement of inquiry, and the main cognitive performance is recall and comprehension. Conceptual questions often use "how" and "why" as question words, or are presented in the form of comparative questions. They can enable exploration of big ideas that connect facts and topics, highlight opportunities to compare and contrast, lead to deeper disciplinary and interdisciplinary understanding, as well as promote transfer to familiar or less familiar situations, issues, ideas and contexts. Debatable questions can enable the use of facts and concepts to debate a position, explore significant ideas and issues from multiple perspectives, be contested, have tension, explore significant ideas and issues from multiple perspectives, as well as be used as guides for the activities of integrated curriculum.

The three-level inquiry questions can be used as important baselines for arranging teaching activities, reminding teachers that the teaching activities should be closely related to the key content of the curriculum and the inquiry activities need to move from superficial to more substantial inquiry.

Tips

※Characteristics of three-level inquiry questions:

Factual questions	Conceptual questions	Debatable questions
• Knowledge/fact-based • Content-driven • Skills-related • Supported by evidence • Can be used to explore terminology in the statement of inquiry • Frequently topical • Encourage recall and comprehension	• Enable exploration of big ideas that connect facts and topics • Highlight opportunities to compare and contrast • Explore contradictions • Lead to deeper disciplinary and interdisciplinary understanding • Promote transfer to familiar or less familiar situations, issues, ideas and contexts • Encourage analysis and application	• Enable the use of facts and concepts to debate a position • Promote discussion • Explore significant ideas and issues from multiple perspectives • Can be contested and have tension • May be deliberately provocative • Explore significant ideas and issues from multiple perspectives

※General principles of inquiry and three-level inquiry questions for thematic curriculum on fair trade issues:

General principles : Effective resource utilization and allocation in the consumer system contribute to sustainable development	
Question Types	Questions Transformed
Factual Question	1. What is fair trade? 2. Who will be included in the consumption system?
Conceptual Question	1. How does fair trade connect to sustainable development? 2. How will fair trade be boosted?
Debatable Questions	1. Is it feasible to balance environmental sustainability and economic development? 2. What would happen to an economic system without fair trade?

C. Multiple Assessment Methods:

There are several key points in the development and implementation of assessment. First, the assessment design must be based on the learning objectives and correspond to the Indicators of International Education Core Competencies. Second, the assessment must be able to examine multiple dimensions of learning performance, so as to align with the Core Competency of the Curriculum Guidelines of 12 Year Basic Education. Finally, a clear and precise system for feedback of the assessment results must be established as the basis for reviewing and adjusting teaching activities.

Competency is a comprehensive performance. Thus, the three common learning performance dimensions (understanding and reflective thinking, attitudes and values, and skills, implementation and participation) indicate respectively a partial aspect of the competency, but should not be considered independently or in isolation. Each dimension of the learning performance is dynamic and procedural in daily life practice. Each dimension also involves different levels of inquiry and practice.

In order to authentically assess students' multi-dimensional competency performance, teachers should make good use of multiple assessments, plan formative and summative assessments appropriately, as well as review and adjust teaching activities based on different types of assessment results.

Tips

※ Types of Multiple Assessments

Assessment Type	Methods
Performance Assessment	Production, performance, practice, assignment, appreciation and implementation, or other behavior checklists and attitude scales
Oral Assessment	Oral examination, oral presentations and interviews.
Portfolio Assessment	Learning portfolio
Advanced Paper-and-pen Test	Paper-and-pen tests which balancing different cognitive levels.

※Planning Assessment According to the Timing of Teaching and Learning

Assessment Type	Description	Implementation Method
Formative Assessment	• The learning results are checked periodically as the teaching activities progress. • Used as records of the learning process and references for adjusting teaching activities. • Planning according to the objectives and nature of the learning activities.	• Oral Q&A and group work during the learning activities. • Record of comprehensive thinking on worksheets.
Summative Assessment	• An overall assessment of the curriculum. • Integrating the learning process and demonstrating learning results. • Must comprehensively correspond to the Indicators of International Education Core Competencies and the learning objectives of the curriculum.	Integrated assessment activities such as action plans in performance assessment and inquiry reports in portfolio assessment.

※Assessment methods corresponding to the Indicators of International Education Core Competencies

Dimensions of Learning Performance	Assessment Methods	Description
Understanding and Reflective Thinking	PISA Global Competence Test, Global competency-oriented assessment, etc.	When developing test items of the type, teachers should set the assessment objectives based on different levels and processes of cognition in multi-level contexts (such as global, national, and local context).
Attitudes and Values	PISA Student Questionnaire, Global View Scale, etc.	The student questionnaire includes aspects such as awareness of and sense of efficacy towards global issues, attitude towards intercultural communication, and global perspectives. It can be used to measure and confirm students' changes of attitudes and values before and after learning.
Skills, Implementation and Participation	Research projects on international issues, SDGs action plan design, advocacy campaigns, etc.	The assessment results from action taking can demonstrate the influence of inquiry and practice. Thus, it is suggested that teachers use the assessment results of this dimension as the summative assessment.

D. Rubrics Design

Rubrics, also known as grading scales or assessment indicators, concretize the assessment criteria. Schools can outline the learning performance to be measured through descriptions and planning of performance levels and dimensions .

Rubrics can express teachers' expectations before implementing the assessment, and help teachers structure and specify the curriculum design. Rubrics also make the assessment criteria transparent and explicit, and improve the reliability and validity of the assessment. For students, rubrics may allow them to participate in the design and formulation of the assessment, increase the fairness of the assessment by letting them understand the assessment criteria in advance, as well as increase their understanding of personal strengths and weaknesses based on their scores for each indicator. Overall, the design of rubrics facilitates the implementation of curriculum and assessment, identifies how well students are learning, and eventually provides evidence of the growth of students' international education competencies.

There are seven key steps for developing rubrics (please refer to Figure 5).

1. Referring to examples of rubrics and selecting those which best meet the curriculum characteristics and assessment goals.

2. Defining assessment dimensions clearly.

3. Deciding on three or four criteria for different performance levels.

4. Defining the score range of each performance level.

5. Describing each criterion in simple and clear sentences.

6. Seeking feedbacks from peer teachers and adjusting continuously.

7. Communicating with students to ensure their understandings of the assessment criteria.
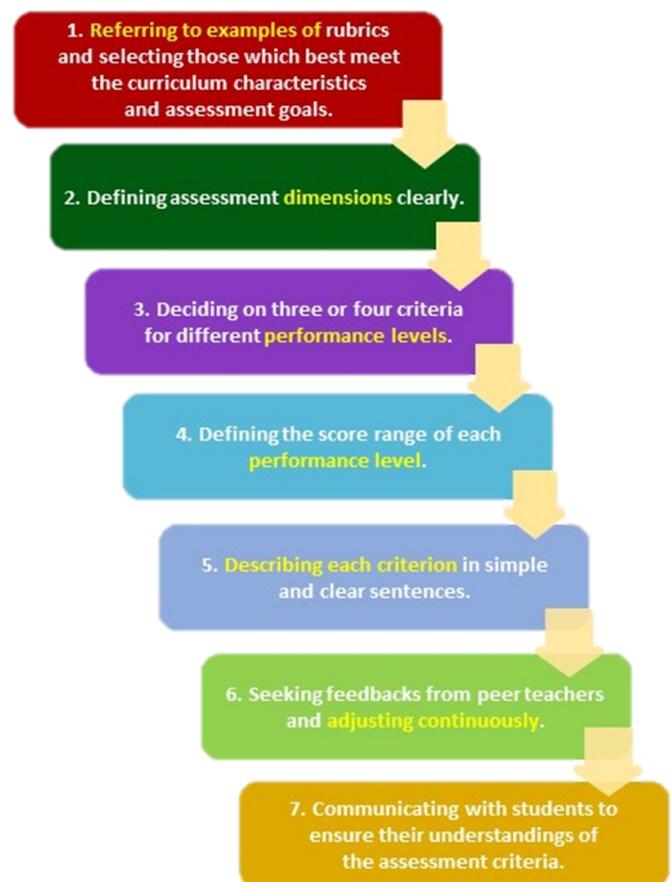
Figure 5 Key Steps for Developing Rubrics

Table 13 Example of Assessment Rubrics for Action Plan – Actions for Cherishing Food and Transforming Leftovers for People in Hunger

Performance Level / Dimension	Score 4-5	Score 2-3	Score 1
Feasibility of Action Plan	• Action goal is practical and feasible. • Action methods completely meet the goal. • Strategies adopted can achieve the goal effectively.	• Action goal is acceptable for implementation. • Action methods mostly meet the goal. • Strategies adopted may achieve the goal.	• Action goal is difficult to implement. • Action methods do not meet the goal. • Strategies adopted fail to achieve the goal.
Scope of Impact	• Actions result in substantial help to people in need and evoke responses from people both inside and outside the school.	• Actions result in substantial help to people in need and evoke responses from people inside the school.	• Actions result in vey limited help to people in need and do not evoke responses from people inside or outside the school.
Resource Utilization	• Be able to fully review and use internal and external resources to achieve the goal.	• Be able to review and use some internal and external resources to help achieve the goal.	• Be unable to review and use internal or external resources to achieve the goal.
Implementation Completion and Results	• The content of the plan is fully comprehensive and can be actually implemented. • At least 70% of the action plan is executed.	• The content of the plan is partially comprehensive and can be actually implemented. • At least 50% of the action plan is executed .	• The content of the plan is not comprehensive and difficult to be implemented. • Less than 50% of the action plan is executed.
Content of Action Report	• The report is comprehensive and accurate, and presented in a creative way.	• The report is comprehensive and describe the main points clearly.	• The report is poorly organized and without main points.
Teamwork and Cooperation	• Team members can fully cooperate with each other and have clearly defined tasks and responsibilities.	• More than 80% of team members can cooperate with each other and have clearly defined tasks and responsibilities.	• Team members fail to cooperate with each other, and each member's tasks and responsibilities are not clearly defined.

Source: New Taipei Municipal Bei Da Senior High School

※ Important reminders for designing rubrics:

1. The number of assessment dimensions should not be too many. They may be roughly divided into two categories: "basic requirements" and "special requirements".

2. It is suggested that the assessment performance levels in each dimension be split into three to four bands. Too many bands will increase the complexity of teachers' scoring.

3. The title of the performance level can be adjusted according to the curriculum topics and the characteristics of the assessment, to increase students' understanding of and interest in different performance levels.

4. Teachers may adjust the performance levels or set the weighting of different dimensions according to their own scoring preferences and needs.

5. It is recommended to set the scoring rage of the performance levels with integers from 0 to 10, representing of 0 to 100 points.

6. The wording of the assessment criteria should be simple and easy to understand.

7. The assessment criteria can be a single or multiple items, but when the number of criteria increases, the complexity of the teacher's grading will also increase.

8. Subjective identification conditions can be set, and objective numerical conditions such as "meet X criteria to be awarded with Y grade" can also be set.

9. Seek feedback from other teachers to increase the fairness of rubrics.

10. Confirm that students understand the assessment criteria.

11. Students may be invited to participate in the planning of the assessment criteria, so that the assessment can better assist students' learning.

(5)Curriculum Implementation

Curriculum implementation is the execution of the curriculum design. To ensure that the planned curriculum is properly executed, and to achieve objectives and key results, the implementation should include integrating resources, collaboration in learning communities, differentiated instruction, and formative assessment. The following explains each of the key points for curriculum implementation.

1) Resource integration

School-based international education begins with context analysis, which involves reviewing and integrating all of the school's resources to help support the development and implementation of the curriculum. The ultimate goal is to make the most of the school's characteristics and curriculum practice to achieved curriculum objectives and key results. There are two indicators that can be used to examine whether resources have been effectively integrated for curriculum implementation: first, whether or not the items listed in the resource review have been efficiently used in the teaching process; and second, whether the school's resource planning has been effectively implemented in the entire school and all curriculum domains.

2) Learning community collaboration

SIEPs involve curriculum implementation at different grade levels and cross-domain curriculum integration. Thus, during the implementation process, it is necessary and vital for teacher professional learning communities to regularly discuss the curriculum and collaborate with each other. Through collaborative teaching, classroom observation, and learning community discussions, teachers can share, reflect, and adjust the curriculum, as well as review and execute vertical and horizontal collaboration, to illustrate the systematic nature of the SIEP. In international education curriculum practice.

3) Differentiated instruction

differentiated instruction that takes students' diverse cultural backgrounds into consideration is key to implementing the SIEPs. Teachers must take students' diverse backgrounds into serious consideration, respecting individual differences and responding to varying learning needs. The main task of differentiated instruction practice is to create a collaborative and tolerant learning environment. The most effective way to achieve this is to work within the context of the school or classroom culture. Teachers may adopt inquiry or problem solving-oriented instruction methods, placing students' learning at the core of the curriculum inquiry. Teachers should also maintain an open and accepting attitude towards cultural diversity and differences, while emphasizing dialog, collaboration and diversity in the learning process.

4) Conducting formative assessment

To present a learner-centric, integrative, and practical curriculum design, formative assessment must be conducted through multiple assessment based on the teaching activities and learning objectives of different educational stages, and also must balance different domains of learning. In action-oriented curriculum design, formative assessment is often conducted as a precursor to summative assessment. Therefore, when conducting formative assessment, summative assessment plans must also be taken into consideration, so as to review students' learning outcomes for each stage, and adjust the teaching content where appropriate.

5) Dynamic adjustment

Curriculum implementation is a dynamic process, so continuously making adjustments according to context is necessary for responding to the practical demands of teaching and for achieving the curriculum objectives. Incorporating the previous four points, schools may make adjustments from three aspects: first, in terms of the curriculum and teaching content, schools may consider available resources, practical needs, or major current events/issues and adjust the curriculum content accordingly. This ensures that students' learning corresponds to their current learning conditions and real-life contexts. Second, in terms of instruction, teachers may utilize feedback and collaboration through their professional learning communities to review, reflect on, and adjust their collaborative teaching plans, so as to increase the effectiveness of collaboration. Third, in terms of students' learning, schools can implement remedial instruction or improve instruction according to formative assessment results, to ensure that the curriculum implementation meets students' needs.

Tips

※Curriculum implementation checklist: checking curriculum implementation against implementation key points and indicators.

Implementation Key Points	Indicator	Check	Reflection
Resource Integration	1-1 Effectively utilizing school resources in teaching		
	1-2 Implementing teaching activity plans in teaching across all grades and domains		
Learning Community Collaboration	2-1 Regularly discussing the curriculum in the teacher professional learning communities, as well as engaging in collaborative teaching		
	2-2 Sharing, reviewing, and reflecting on the operations of the teacher professional learning communities		
Differentiated Instruction	3-1 Ensuring the curriculum implementation can take students' individual differences into consideration, as well as arranging for different teaching contexts		
	3-2 Creating a collaborative multicultural learning environment		
Conducting Formative Assessment	4-1 Conducting multiple assessment		
	4-2 Balancing domains of learning for different competencies		
	4-3 Balancing formative assessment and summative assessment 4-3 Balance both formative and summative assessments		
Dynamic adjustment	5-1 Adjusting the school curriculum and teaching according to real-life needs and major current events		
	5-2 Adjusting teaching practice based on feedback and reflections from teacher professional learning communities		
	5-3 Reviewing students' assessment results and implementing remedial instruction, or improving instruction		

(6) Evaluating effectiveness

According to the Ministry of Education's Reference Principles for the Implementation of Curriculum Evaluation in Junior High Schools and Elementary Schools and Reference Principles for the Curriculum Evaluation Mechanism of Upper Secondary Schools, schools should establish and implement a mechanism for curriculum evaluation, to ensure the effectiveness of curriculum implementation. The evaluation can assist schools to continuously review the development and effectiveness of their curriculum, so as to find strategies for improvement.

When planning to conduct an evaluation, schools should consider issues such as the choice of evaluators and data collection methods. The following provides further details on these two points of consideration.

1) School curriculum evaluators

Evaluators include internal and external evaluators. When conducting an evaluation, schools should consider who they should choose as evaluators, and appoint the appropriate candidates based on the evaluation aspect content, and stage of curriculum development.

Internal evaluators can be chosen from members of the school's (cross-) domain subject teaching and research committees, teacher professional learning communities, and specialized teachers. External evaluators can be teachers invited from other schools or other expert scholars.

Internal and external evaluators have different strengths and serve different purposes. Internal evaluators are usually more aware of the context and visions of the school's curriculum development than external evaluators. Therefore, they are suitable for evaluating and reviewing the teaching implementation process. Schools can utilize feedback provided by internal evaluators to continuously adjust curriculum plans. Meanwhile, external evaluators have the advantage of an outside perspective, allowing them to review the overall implementation from a more holistic viewpoint.

2) Data collection methods for evaluation

Curriculum evaluation involves three aspects: curriculum design, curriculum implementation, and curriculum effectiveness. Curriculum design includes the evaluation of curriculum plans, teaching materials, and learning resources; curriculum implementation includes evaluation of preparation methods and implementation conditions; while curriculum effectiveness focuses on the evaluation of students' diverse learning results.

To collect reliable data on all three aspects, schools can use a variety of methods to conduct reviews and analysis, such as document analysis, observation, interviews, surveys, dialogs and discussions in meetings, and learning achievement assessments. Then, schools can choose their data collection methods according to implementation goals and key results, so as to understand the curriculum implementation process and quality.

Chang, C. Y., & Hwang, J. J. (2001). On the school-based curriculum evaluation: An approach of enduring school-based curriculum development. Curriculum & Instruction Quarterly, 4 (2), pp. 85-110.

Tips

※ Data collection methods for evaluation:

Data Collection Method and Explanation	
Analyzing curriculum plans	• Understanding the curriculum development goals to use as a reference for evaluation. • Defining the scope of data collection, such as plans, meeting records, etc.
Analyzing student performance	• Understanding the effectiveness of curriculum implementation. • Randomly selecting samples of students' homework/tests.
Observing meetings	• Understanding the curriculum development process. • Using observation record forms.
Observing classes	• Understanding the curriculum implementation process. • Using observation record forms.
Interviewing students	• Obtaining students' perspectives. • Drafting an interview outline and randomly selecting students to interview at a scheduled time.
Interviewing teachers	• Obtaining teachers' (including participants and non-participants) perspectives. • Drafting an interview outline and randomly selecting teachers to interview at a scheduled time.
Conducting Surveys	• Understanding the opinions and feelings of members of the school (including participants and non-participants). • Referring to relevant documents to design a questionnaire and conduct a general survey.

Source: Adopted from Chia-Yu Chang & Jeng- Jie Huang (2001)

Table 14 Example of evaluation plan

Evaluator	Work projects	Number of people
Teaching Teams of Each Grade	1. Discussing the design of the curriculum with the curriculum core team. 2. Implementing the curriculum during the learning period and collecting reliable data on learning outcomes and students' learning performance and reactions during the process. 3. Implementing the schedule according to the themes of the alternative learning curriculum or units, and then evaluate the curriculum implementation and effectiveness during grade forums; evaluation should be done at least once every semester. 4. Conducting pre-evaluation of curriculum design every June. 5. Based on the evaluation results, working with the curriculum core team to modify the curriculum design on a rolling basis and arrange for remedial instruction or learning guidance, as well as adjusting instruction methods and participating in professional growth courses.	14
International Education Curriculum Core Team	1. Discussing the design of the curriculum with the teaching teams of each grade. 2. Conducting pre-evaluation of curriculum design every June. 3. Based on the evaluation results, working with the teaching teams of each grade to modify the curriculum design on a rolling basis and adjust instruction methods.	6
Curriculum Development Committee	1. Conducting formal evaluation of curriculum design every June. 2. Based on evaluation results, modifying the school's curriculum plan, as well as reviewing and improving the school's curriculum implementation conditions and facilities.	25

Goals	Key Results	Data Collection Methods
1. Continuously increasing students' awareness of sustainable development. 2. Enforcing opportunities for students to participate in cross-cultural International collaboration. 3. Creating an internationalized campus environment to unlock potential impact.	1-1 Guiding students to learn about SDGs through daily life, exploring and understanding how the environment and ecosystem affect and depend on each other, as well as learning about the concepts and values of sustainability and codependence. 2-1 Designing and continuously implementing a sustainable development curriculum, and participating in international exchange activities through the ICT international exchange platform, so as to enhance students' learning of cross-cultural communication skills. 3-1 Using the connection between "people" and "the environment" as a basis and establishing "physical" and "virtual" internationalized campus spaces to create an international atmosphere, as well as adopting information technology to create a digital exhibition of achievements. This is not only conducive to international exchange, but can also enhance parents', teachers, and students' awareness of the international education environment.	1. Reviewing and analyzing the curriculum plans, lesson plans, teaching materials and learning resources for each course. 2. Using scale tables, quizzes, and questionnaires to collect opinions, expectations, or visualizations of the curriculum content design from teachers, students, and parents. 3. Reviewing and analyzing whether or not teaching facilities, spatial planning, curriculum plans, teaching materials and learning resources fulfill the needs of the curriculum. 4. Reviewing information hubs such as the school website or class websites. 5. Evidence such as self-assessment forms or checklists for learning tasks. 6. At the end of the curriculum implementation, analyzing data such as students' end-of-semester assessment, works, learning files, and practical assessment results.

Source: Kaohsiung Municipal Longhua Elementary School

Part II Toolkit Search Platform

The Toolkit Search Platform compiles the available resources for implementing international education curricula. The platform has an established review system that will continuously update and provide schools with exemplar modules for developing SIEPs. Users can utilize these success stories to design an international education curriculum that aligns with their school's characteristics and students' needs, so as to broaden students' international perspective.

The platform can be found on the "The Ministry of Education's Medium-term Plan for International Education in Primary and Secondary Schools " website, under the "SIEP Curriculum Development and Teaching" menu (see Figure 6). Once users enter the Toolkit Search Platform, they will see three search options: learning objectives search, curriculum toolkit search, and curriculum resource search, which they can use to search for toolkits (see Figure 7).

The "learning objectives search" option allows users to search for toolkits by learning objectives based on the Indicators of International Education Core Competencies. The "curriculum toolkit search" option allows searching for toolkits based on educational stage, curriculum type, curriculum approach, and key concepts of international education curriculum. Users can choose from categories in the dropdown menu to obtain the appropriate resources (see Figure 8). The "curriculum resource search" option allows searching for toolkits by the international education-related resources (such as worksheets, rubrics, slides, and videos) they use. Schools can use these three options to find the toolkits they need.

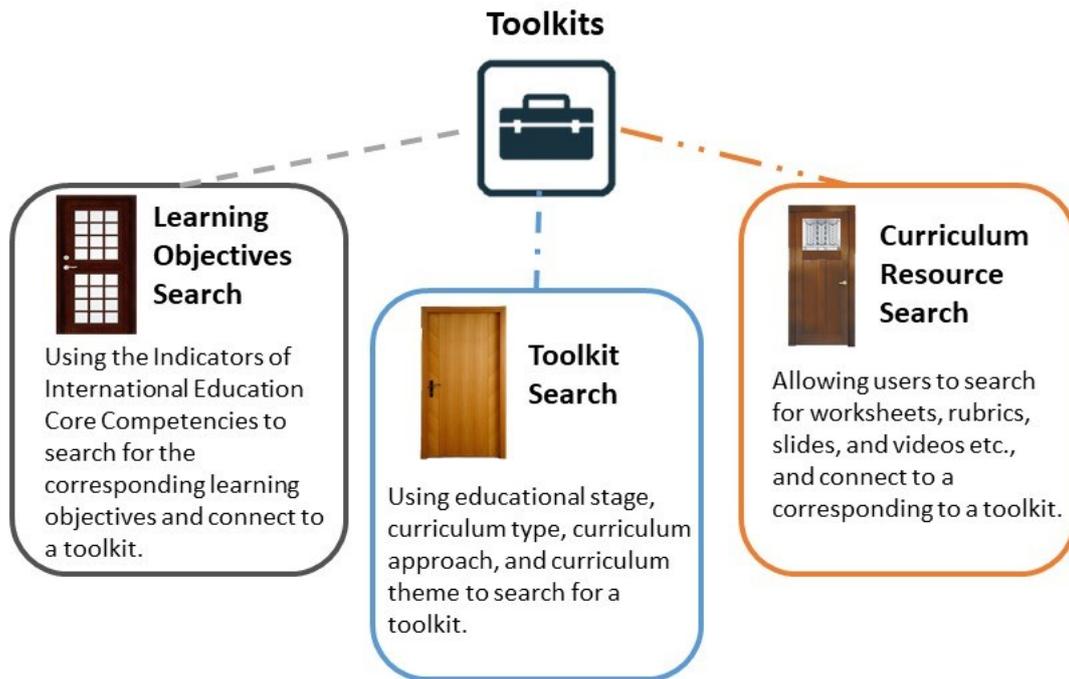Figure 6 The location of Toolkit Search Platform
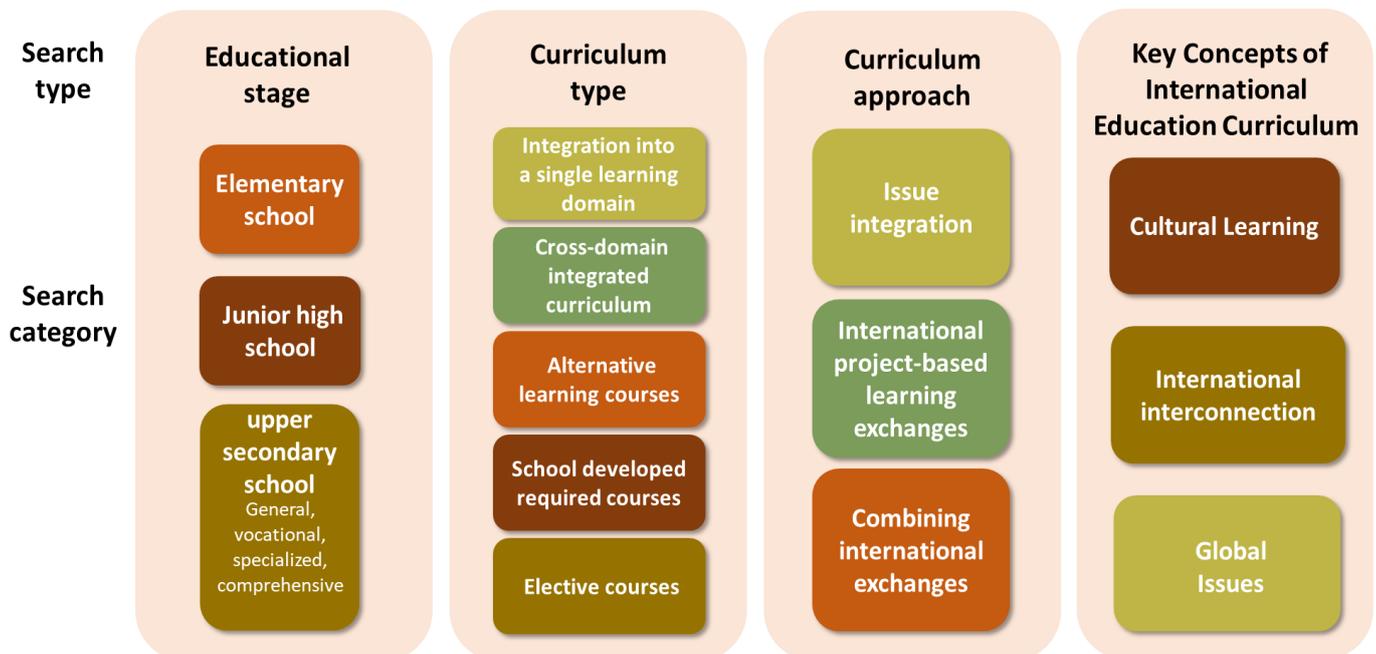
Figure 7 Toolkit Search Method

Figure 8 Types and Categories of Toolkit Search

Part III Resources

I. Ministry of Education resources

(I) The Ministry of Education's Medium-term Plan for International Education in Primary and Secondary Schools

https://www.ietw2.edu.tw

The International Education 2.0 for Primary and Secondary Schools of the Ministry of Education provides the latest information on the promotion of International Education 2.0 policies, including information on teacher training courses, SIEP application system and three tracks of international education resources – curriculum development and teaching, international exchanges, school internationalization, and the information about the international exchange window (IEW).

(II) The Department of International and Cross-Strait Education

https://depart.moe.edu.tw/ed2500/Default.aspx

The Department of International and Cross-Strait Education of the Ministry of Education has jurisdiction over the Division of International Cooperation, Division of Cross-Strait Affairs, Division of Overseas Study, Division of Exchange and Reception, Division of Overseas Chinese and Foreign Students Affairs, and Division of Overseas Taiwan Schools and Chinese Language Education. The website includes the new southbound education, international cooperation, cross-strait and overseas students affairs, overseas study, foreign guests' invitations and visits, overseas Taiwan schools, Chinese language education, Hong Kong and Macao culture and education, and education for children of Taiwanese businessmen in mainland China.

Homepage of the website of The Ministry of Education's Medium-term Plan for International Education in Primary and Secondary Schools

Homepage of the Department of International and Cross-Strait Education

II International project-based learning platform

(I) iEARN

iEARN (International Education and Resource Network) is the world's largest non-profit world network education organization, providing a wealth of professional development resources, such as workshops, professional development courses and project-based learning. At present, more than 130 countries and 30,000 schools have participated. The purpose of its establishment is to arouse learners' concern for the world, and to strengthen the responsibility of global citizenship through the cooperation between people from all over the world.

(II) Schools Online

Schools Online is a platform created by the British Council to connect schools and teachers around the world, providing resources and assistance for the "Classroom Connection" project. This platform has information on more than 40,000 schools around the world, and provides certification for schools to promote international education, teaching resources and teacher professional growth courses for teachers from all over the world to communicate and share with each other.

Homepage of the iEARN

Homepage of the Schools Online

(III) ePals

ePals is the first website to integrate translation tools, and the interface used is both easy-to-use and secure. In addition to reducing the language barrier of users, it is also convenient for users to operate. The purpose of ePals is to combine technology learning and global learning, and to establish continuous exchange, interaction and communication in classrooms around the world to promote the development of learning. Therefore, this website is characterized by making partners, establishing teaching guides and video aids, and using objects to serve as the basis for the arrangement of website materials, using texts, videos, and pictures to present diverse teaching resources such as projects, forums, media cabinets, and online resources.

Homepage of the ePals

(IV) Global Nomads Group

The Global Nomads Group focuses on the connection between the world and the classroom, and its biggest feature is the interactive program of global issues. The group explores and promotes the cultural awareness and understanding of young people aged 12-18. It also organizes video conferences and public gatherings to provide young people with opportunities to discuss international issues, so that young people can live up to their roles and become global citizens.

Homepage of the Global Nomads Group

III Teaching Resource Platform

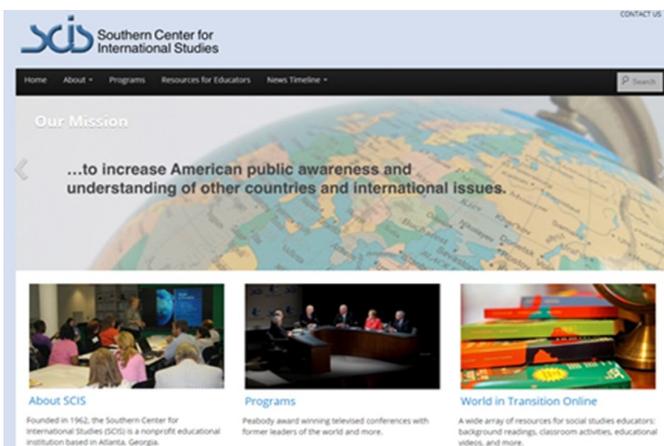## (I) Southern Center for International Studies

The Southern Center for International Studies is a non-profit educational organization founded in 1962. Its purpose is to provide information and diverse activities related to awareness and understanding of other countries in the world, international issues and the global environment, including teacher training workshops, conferences for international experts and world leaders, publications and panel discussions. Users can acquire knowledge in the world and international events since 1999, and stimulate their interest in learning about the changing world through the rich teaching materials and videos provided on this website.

Homepage of the Southern Center for International Studies

(II) Global Dimension

The biggest feature of Global Dimension in the UK is that it has rich teaching resources, providing teachers as reference to integrate into teaching. Learners can realize their responsibilities as global citizens and develop the required skills to make appropriate decisions and actions by exploring complex global issues. This website is clearly categorized and combined with the strength of the community and the country, it provides teachers with the choice of trial teaching resources. Teachers can easily find the resources they want through convenient search and can also increase opportunities to explore global development with through the connections between domestic resources and partner schools.

Homepage of the Global Dimension

(III) The World's Largest Lesson

https://worldslargestlesson.globalgoals.org/

The World's Largest Lesson is centered on the United Nation's Sustainable Development Goals (SDGs) and allows users to search for curriculum resources based on the 17 global goals. The website provides curriculum plans, slides, advocacy slogans, and posters corresponding to each of the global goals, with teaching resources available for all educational stages from pre-school to upper secondary. Teachers may use the resources on the website to design action-based international education projects that encourage students to think about important global issues, so as to help achieve the global goals by 2030.

Homepage of the World's Largest Lesson

(IV) Rubric Maker

https://rubric-maker.com/

Rubric Maker provides examples of assessment standards for various educational stages and multiple assessment methods. It helps teachers develop appropriate assessment standards according to their assessment design needs through the establishment of a database. Teachers can use this website to find examples as reference and use the assessment system to select assessment-oriented materials and develop curriculum assessment standards.

Homepage of the Rubric Maker

Part IV Frequently Asked Questions (FAQ)

Q： **What is the purpose of the Indicators of International Education Core Competencies?**

A： the Indicators of International Education Core Competencies is based on the four goals of cultivating global citizens as outlined in the White Paper 2.0 on International Education for Primary & Secondary Schools: "Demonstrating national values", " Respecting diverse cultures with international understanding", "Strengthening international mobility", and " Fulfilling the responsibilities of a global citizen". It aims to provide the basis for the promotion of school-based international education in primary schools and secondary schools.

Q： **Does the Indicators of International Education Core Competencies need to correspond to the educational stage?**

A： the Indicators of International Education Core Competencies listed in each educational stage are the benchmarks for that stage. Schools can refer to the "Curriculum Guidelines of 12 Year Basic Education" and "About Issue integration Instruction Manual" and adjust them across stages according to individual promotion situations.

Q： **What is the purpose of student learning objective search platform?**

A： "Student Learning Objective Search Platform" is an online search platform built for teachers to set student learning objective. The platform collects student learning objective of promoting international education resources in primary and secondary schools and categorizes them so that teachers can search for the SIEP toolkit.

Q： **What kind of assistance can the Toolkit Search Platform provide for schools?**

A： The Toolkit Search Platform is a platform built to provide models for schools to promote SIEP. Users can transform and design curriculum that meet the school's features and students' needs through the sharing of successful experiences, and further expand students' international horizons.

Q： **Does the handbook only explain the process of applying for SIEP subsidy?**

A： The content of the handbook provides the steps and key points of the school's development of the comprehensive process of school-based international education. It is not only designed for the process of applying for subsidies. Therefore, schools that have not applied for SIEP subsidies can also refer to this handbook to develop school-based international education.

Q： **What are the similarities and differences between the "International project-based learning exchanges" and "combining international exchange" in the integration of Curriculum and the "online activities for international exchanges" in international exchange?**

A： The former "international project learning exchange" and "combined international exchange" refer to the implementation method with "curriculum development" as the core mechanism. An example is as follows:

1. "International project-based learning and exchange" means that schools develop courses through various international project-based learning platforms (such as iEARN, Schools Online); International exchange.

2. "Combining international exchanges" emphasizes the joint development of topic-based courses with international sister schools; "organizing online activities for international exchanges" only refers to the planning before, during and after the online exchange with international sister schools to ensure that both parties establish a complete friendship.

※Other frequently asked questions will be posted on the website of The Ministry of Education's Medium-term Plan for International Education in Primary and Secondary Schools (www.ietw2.edu.tw). Please visit the website for more information.