

# Toward a Comprehensive Framework of RCR Education in Taiwan

Chien Chou & Chun-Lin Kao

National Yang Ming Chiao Tung University

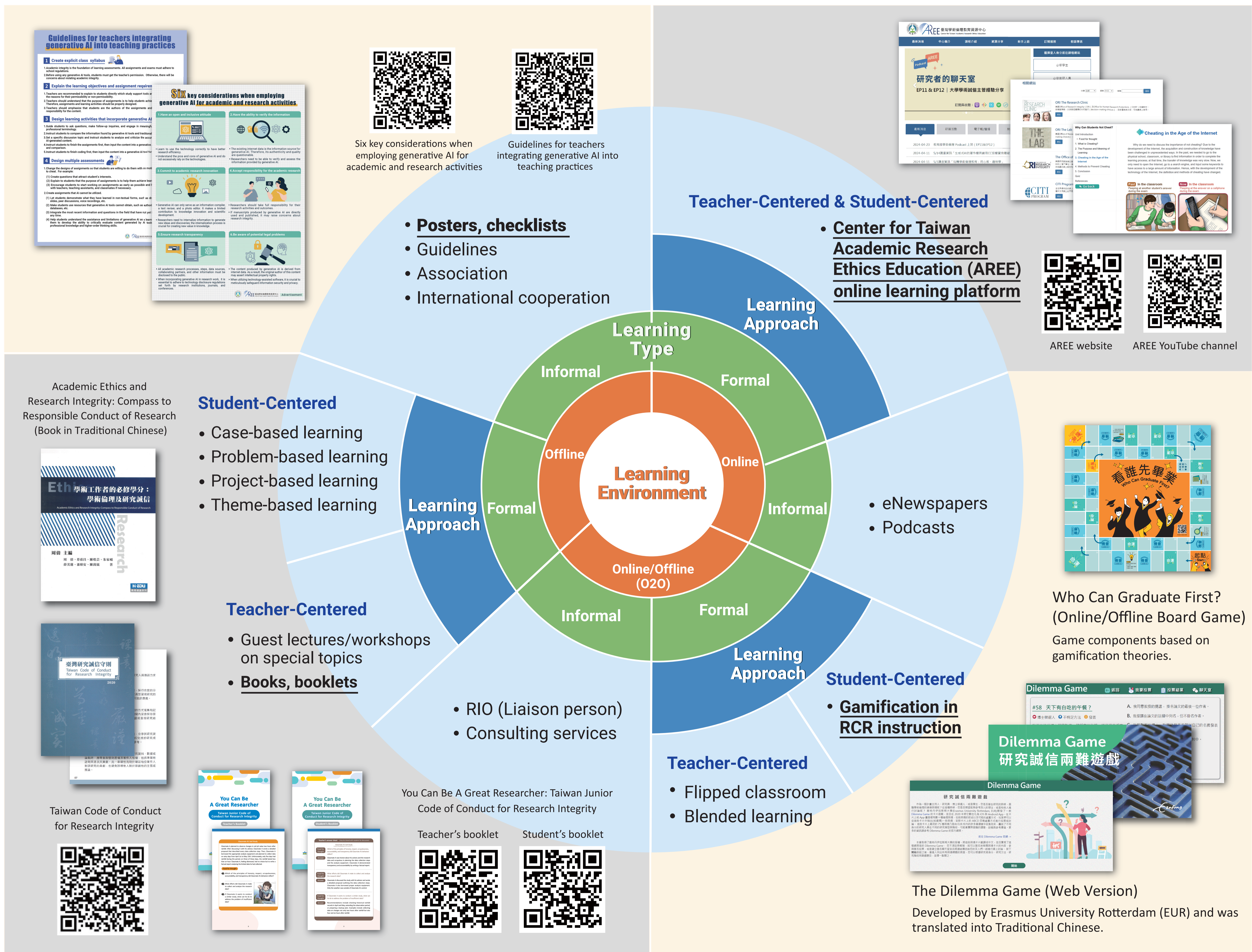
[cchou@nycu.edu.tw](mailto:cchou@nycu.edu.tw)

## Background

Since 2011, Taiwan has been on a journey to develop local RCR education. This ongoing effort has evolved through the lens of four critical educational perspectives:

- Educational Paradigm Shifts:** We have witnessed a transformation from teacher-centered to student-centered education, shifting our focus from teaching-oriented to learning-oriented instruction.
- Changing Learning Styles of Young Generations:** Today's tech-savvy youth possess unique information processing skills, multitasking abilities, a preference for high interaction, and a thirst for enjoyable learning experiences.
- Diverse Learning Environments:** Our approach accommodates various learning environments, including in-person, online, and blended instruction. We also promote RCR learning beyond the classroom, encouraging informal learning and active RCR practice.
- Evolving Technology Affordances:** Rapid technological advancements have prompted us to integrate various media types (text, graphics, audio, video, animation) and channels (e-books, websites, social media, online audio and video sharing) into our instructional designs.

## Proposed Framework: The Three Ls (Learning Environment, Learning Type, & Learning Approach)



## Conclusion

Our overarching goal with this comprehensive framework has been proven instrumental in (1) engaging stakeholders, (2) optimizing resource allocation, (3) setting clear learning goals, designing effective activities, and (4) enhancing RCR learning experiences. We believe this framework is valuable for the global RCR education community, and we intend to share detailed implementations to aid others in their endeavors.