

VIS @betterworld lab Experimental Education Institution

台北市 VIS世界改造實驗室 實驗教育機構



VIS實驗高中

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Founded by betterworld lab organization, VIS is an international experimental education institution committed to providing highly intelligent and motivated high school students with a curriculum designed around global education. We believe that enhanced education requires students to actively engage, think critically, and explore a variety of different paths. When education is integrated with students' life experiences and the environment in which they grew up in, students will become masters of their own education as learning will become interesting and practical to them; they'll also always be motivated to further explore the subjects at hand.

We wish to cultivate a global mindset amongst our students. Our approach is to start from micro-level analyses, which focuses on topics most relevant to the high school lifestyle and surroundings of our students. Next, students will proceed and apply the research and critical thinking skills that they have adopted from micro-level analyses to perform macro-level analyses, shifting the emphasis from individuals to societies and nations. Consequently, students will be able to expand their horizons as they will not only obtain a better understanding of the city and country that they live in, but also develop an open-mindedness to respect and appreciate the different cultures and point of views around the world. In the end, we hope that the education we provide can eventually inspire innovative thinking and actions that will engender positive societal transformation.





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Through the implementation of project/problem-based learning (PBL) approaches; the employment of professional academic personnel from diverse cultural backgrounds; as well as the organization of authentic meaningful winter and summer vacation field trips, VIS ' non-traditional education system will provide future leaders and innovators of the world with the learning experience of a lifetime.

Year Founded: 2019

Type of Institution: Senior High School Level Experimental Education Institution

English Name: VIS@betterworld lab Experimental Education Institution

Chinese Name: VIS 世界改造實驗室 實驗教育機構

Founder: Mr. Richard Huang

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Project Directors

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Former director of the Center for Teacher Education, Fu Jen University

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Co-principal Investigator - Dr. Shun- Chern Tsaor

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Principal

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MA, Columbia University
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Core Concepts of Global Education

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在地學習 - Locally Cooperative Education

理性批判 - Critical Thinking

全球視野 - Internationally Minded

世界公民 - Global Citizenship

Global Education

Global Citizenship Education

In the world today, it is important for education to foster global values and attitudes, along with communication skills, as they all complement cognitive knowledge and skills. The United Educational, Scientific and Cultural Organization (UNESCO) has been promoting Global Citizenship Education (GCED), which is a form of civic learning that involves students' active participation in projects that address global issues of a social, political, economic, cultural, or environmental nature. UNESCO's work in this field is guided by the Education 2030 Agenda and Framework for Action developed in 2015. It sets a new vision for education for the next 15 years and calls on countries to ensure students are provided with an education that helps them develop the intellectual skills to gain competent access to the complex and interdependent fields/aspects of peace, human rights, equality, appreciation of diversity, and sustainable development.



Global Education

Revolution

Moral education and the development of an empathetic attitude are both not only important elements of GCED, but also the cornerstones of a mature democratic society. With the rapid development of globalization, the world we live in is facing tremendous changes and challenges, including climate change, temperature rise and permanent ice melt due to global warming; poverty; and the deteriorating relationship between countries, races, as well as religions resulting in a lack of trust, and even short-term and sometimes serious long-term conflicts etc. Hence, it is no longer enough for education to produce individuals who can just read, write, and count. According to the United Nations, GCED will provide the understanding, skills, and values students need to cooperate in resolving these interconnected issues of the 21st century.



SDGs

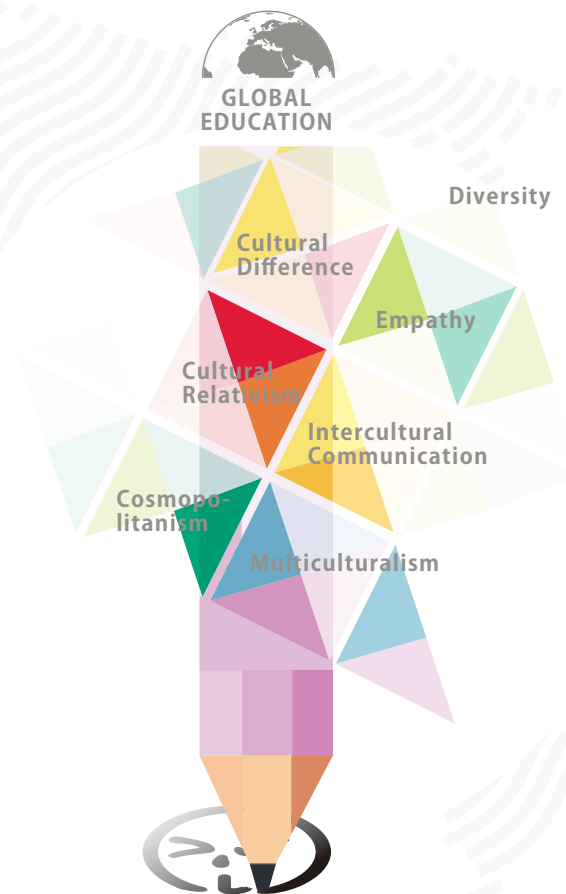
"Transforming our world: the 2030 Agenda for Sustainable Development" including its 17 Sustainable Development Goals (SDGs) and 169 targets was adopted in 2015 by Heads of State and Government at a special UN summit. The agenda integrates in a balanced manner the three dimensions of sustainable development-economic, social, and environmental; and provides a shared global vision towards sustainable development for all by identifying the common issues that the world currently faces. At VIS International Experimental Education Institution, all curriculum design, event planning, and student associations orient around UN's SDGs. Students are also expected to explore the SDGs and take further actions based on their own individual understanding.



Core Concepts of Global Education

Dimensions of Global Education

- 1 Cultural Difference (文化差異性)
- 2 Cultural Relativism(文化相對論)
- 3 Cosmopolitanism(世界主義)
- 4 Diversity (多樣性)
- 5 Empathy(同理心)
- 6 Intercultural Communication(跨文化溝通)
- 7 Multiculturalism(多元文化主義)



Implementation of Global Education

VIS recognizes that globalization is a growing trend. Having students sit in a classroom listening to teachers lecture about events and issues around the world pales in comparison to students going out and experiencing these first-hand. Especially now more than ever, all work places need people with bilingual or even trilingual ability. Hence, VIS organizes educational field trips to different cities around the world during every winter and summer vacation, including New York, Toronto, London, Berlin, Bangkok, Beijing, Tokyo etc. The destinations will be chosen based on world trends in the economy as well as geographical location. The students will live with the teachers during these trips and the entire city will become their classroom. Through the lens of GCED, students will build a constructive local experience and be able to make full use of the social resources in the city and country that they are visiting to carry out practical researches and projects. After three years of studies at VIS, students will establish a genuine global network of relationships and an insightful understanding of the world.



Global Education

Teaching Approach

Project
Based
Learning

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Traditional teaching approaches will be replaced by the following:

1. Micro-level analyses of the events and trends in the society today that are most closely related to our students.
2. Implementing project/problem based styled learning for topics related to the abovementioned events and trends.
3. Understanding the association of these events and trends with the rest of the world on a macro-level.

The Programme for International Student Assessment (PISA) is a worldwide study by the Organization for Economic Cooperation and Development (OECD) that was formed in 1997. The assessment is repeated every three years and aims to measure the ability of high school students to apply the knowledge that they have learned in school to real life situations. It covers subjects such as science, mathematics, and reading etc. In 2018, PISA began to include “global competence” in its metrics as well. Students will be tested on their understanding of global issues, cultural awareness, and tolerance.

Thus, VIS has planned many unique project-based courses unlike anything people has seen in traditional high schools in order to best prepare our students, which include the “Discover City” and “Discover Taipei” programs that are closely integrated with our summer and winter vacation field trips.

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Discover City & Discover Taipei

Discover City

Educational winter and summer field trips will enable students to develop cross-national, cross-ethnic, cross-cultural, and cross-regional competence. This will, in turn, give them the ability to bring positive impact on the interaction and relationship between different ethnic groups in Taiwan.

Discover Taipei

Through a holistic learning environment, VIS hopes to nurture globally competent individuals who are capable of making connections between local as well as international communities around them and themselves. With this goal in mind, we guide our students to develop four essential qualities: a strong national identity, international awareness, global competitiveness, and global responsibility.

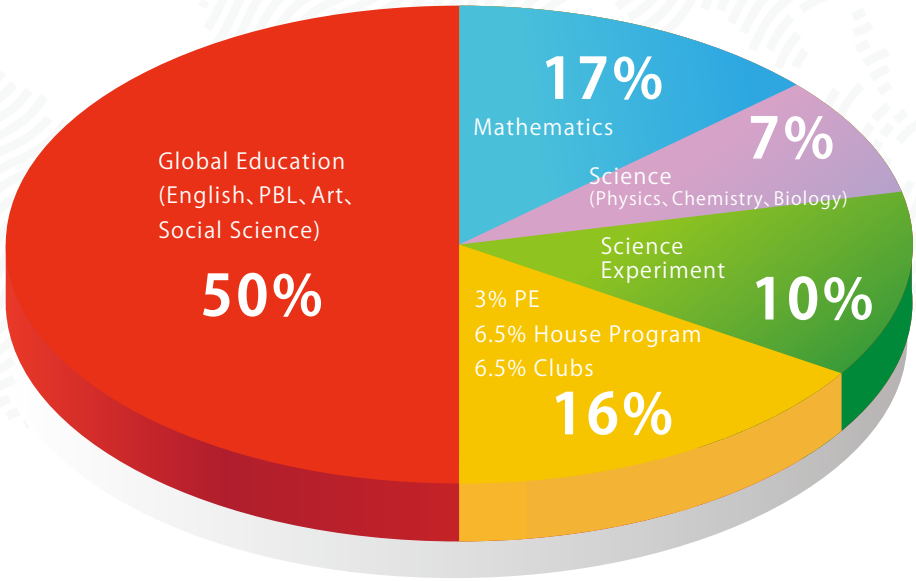


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Course Make-up

Class

(25 periods of classes per week + 5 periods of extracurricular activities)



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Clubs



CLUB	
Science Clubs	Environmental Club, Outdoor Adventure Club
Art Clubs	Painting Club, Origami Club
Cooking Clubs	Dessert Club, Baking Club
Media Clubs	Documentary + Special Projects Club, Gaming Club
PE Clubs	Basketball Club, Health Action Club, Badminton Club

Club activities can improve students’ self-awareness, self-learning, planning skills, communication with others, teamwork ability, and leadership qualities. VIS view clubs as an epitome of non-profit organizations, with emphasis placed on team learning experiences through collaboration with others and self-exploration.

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Qualities that Make VIS Students Globally Competent

Qualities that Make VIS Students Globally Competent

1. Possess the ability to proficiently use one or more non-native languages.
2. Possess a global vision: understand the history, evolution, and development of major religions, ethnic groups, and world regions.
3. Cultivate tolerance, respect, and empathy; hence, obtain the capacity to appreciate the beauty and strengths of different cultures.
4. Are welcoming to foreign visitors. By helping them understand Taiwan's culture, beliefs, and values; they'll be provided with a meaningful cultural immersion experience.
5. Capable of treating peers from all ethnic backgrounds equally as well as create a comfortable learning environment for them that meets their religious and cultural needs.

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Essential Skills of VIS Students

Mandatory Skills of VIS Students

1. Possess not only the knowledge and understanding of global issues, trends, as well as universal values (e.g. peace, human dignity, diversity, justice, democracy, philanthropism, non-discrimination, tolerance, etc.), but also the capacity to treat all matters with respect.
2. Ability to engage in critical, creative, and innovative thinking while also possessing the cognitive skills to solve problems and make decisions.
3. Possess non-cognitive skills, for example, empathy. Be able to interact and communicate with people from different backgrounds with open-mindedness.
4. Be proactive and have the ability to put words into action.

Resources

單位	合作方式	說明
Center for Biotechnology CB, National Taiwan University NTU	Science Experiments	Our collaboration with the Center of Biotechnology (CB) will allow students to have year-round experiments within CB and access to National Taiwan University's (NTU) facilities. Students will also be taken on field trip tours both inside and outside NTU.
University Plus, National Taiwan University NTU	Fieldwork Research Seminars	Our collaboration with University Plus will give students the opportunity to obtain a better understanding of and become attentive about the local environment in Taipei through fieldwork research. We hope that, through field observations and interviews, students can be inspired and develop the ability to perceive urban landscape features as well as the political forces that impact society. Most importantly, they should be able to reflect upon what they observed.
Columbia International College CIC	Partner School	Teacher Exchange Program, Curriculum Planning and Teacher Training Program, Student Exchange Program.
The Knox School	Partner School	Teacher Exchange Program, Curriculum Planning and Teacher Training Program, Student Exchange Program.
Linfield Christian School	Partner School	Teacher Exchange Program, Curriculum Planning and Teacher Training Program, Visiting Students Program.
Thai-Chinese International School TCIS	Partner School	Teacher Exchange Program, Curriculum Planning and Teacher Training Program, Visiting Students Program.

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Post-Secondary Education Application

Post-Secondary Education Application

VIS is more than just an experimental education institution. Many of the world's top-ranked and non-profit institutions (e.g. Columbia International College, Canada; The Knox School, New York; and Thai-Chinese International School, etc.) have established a partnership with VIS, and are awaiting VIS' students to connect with their programs. At VIS, students are not only provided with the finest summer credit course programs, but also one-on-one university placement counselling until graduation.

VIS prepares its students very differently from traditional high schools. Unlike the cramming approach of traditional schools where students are spoon-fed with material in an exam-oriented setting and individuals' personal traits are neglected, VIS's mission is to ensure that its students are admitted to their most desired post-secondary institutions by offering all the resources that are available.



Your First Step with VIS Starts Here

Getting
Started

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Line@



email

