

The Implementation and Strategies of Culturally Sustaining Pedagogy (CSP) in Visual Arts Bilingual Education: An Autoethnography of Elementary, Middle School, and Teacher Education Instructors

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Abstract

The recent implementation of a bilingual national plan in Taiwan presents challenges for teachers in different teaching contexts. In the face of how teachers can meet the challenges of bilingual education, this article provides the narratives of bilingual art teaching by three elementary, junior high, and teacher training teachers. The research method employs autoethnography, presenting the focus of this article in a trioethnography: Visual arts teachers' bilingual teaching process using Culturally Sustaining Pedagogy (CSP) in their classrooms. Through ongoing dialogue, researchers collectively identified three dilemmas and suggestions. The article finds that Taiwan's current bilingual visual arts education still needs in-depth and continuous theoretical research support. Additionally, Taiwan's culture is easily weakened in bilingual visual arts curricula, and the goals and content of bilingual visual arts education are unclear. Therefore, the article proposes understanding policies and clarifying teaching objectives, practicing bilingual visual arts teaching with the concept of CSP, mastering cultural thinking in bilingual visual arts teaching, and proposing future research recommendations: adopting CSP to construct a bilingual visual arts curriculum and teaching standards.

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