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Practice of Local Culture Curriculum in Preschool: A Case Study of Deep Learning of Dagangshan

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Abstract

This study explores how a quasi-public preschool integrate local culture into early childhood curriculum, using the Dagangshan region as a site for deep learning. It examines how young children develop core competencies in authentic contexts, as well as how the teaching team reflects on and adjusts curriculum implementation. Adopting a qualitative research approach, the study analyzes curriculum practice through four stages based on the collaborative inquiry process of deep learning: “assessment”, “design”, “implementation”, and “measurement, reflection, and change”. The participants included 24 preschool children aged five to six, one lead teacher, two co-teachers, and one external teacher. Data sources included teacher self-assessments, child assessments, co-teacher assessments, oral feedback from an external reviewer, children’s feedback, group discussions, video records, children’s works, and teachers’ reflective journals. Data triangulation and participant triangulation were employed to enhance the credibility of the findings.

The findings indicate that, during the assessment stage, teachers used multiple sources of data to understand children’s prior experiences, interests, and learning needs related to Dagangshan, which informed curriculum design. During the design stage, the teaching team transformed six core competencies into observable and practicable learning actions for young children, enabling the curriculum to move beyond outdoor visits toward inquiry-based and reflective deep learning. During implementation, children gradually demonstrated character, citizenship, collaboration, communication, creativity, and critical thinking through outdoor learning and follow-up activities. Finally, during measurement, reflection, and change, teachers reinterpreted children’s learning through verbal expressions, actions, works, videos, and peer interactions, and used the assessment results to guide subsequent curriculum adjustments.

Keywords: Preschool, Local Cultural Curriculum, Dagangshan, Deep Learning, Curriculum Practice