

# Studying History Education of High School in Taiwan by Causal Layered Analysis

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After the 21st century, high school history learning will focus on teachers promoting the twelve-year state education. In recent years, in line with the changes in the new 108-year social curriculum, supporting strategies have been proposed: such as literacy orientation, inquiry and practice, learning process archives, and the structural direction of the controversial Chinese history into East Asian history. Historical learning has indeed had a great impact on the people's national spiritual education and the development of historical consciousness in Taiwan's education policy. This is the reason Taiwan's Ministry of Education strives to improve students' historical literacy and connotation application abilities. When developing a learning policy, both external and internal learning factors need to be considered. The external aspect deals with the reasons for learning: Is learning for the purpose of using or accumulating historical wisdom in daily life to learn from the past and the present, on the other hand, to test the content of the course and the degree of absorption; or is it specifically for exams or other enlightenment purposes. The internal aspect involves those most affected by the policy: students and teachers. After studying and observing high school history learning policies for decades, some alternative future visions for history learning were found in the method of reflection on future research—the conclusion is that history is interestingly revitalized, and the preferred future is thematic history. According to the famous futurology scholar Sohail Inayatullah's proposal: the causal layering model. It helps understand how Taiwan's historical policies operate. And how teachers and students on the front line respond to changes and take future actions. The key is to change the future: in the process of building an alternative future, whether the internal and external mix has changed or whether you want to try new things and expand your horizons. In fact, the difficulty of teaching lies in students' cooperation and conscious learning. Therefore, in the analysis of learning through alternative futures, is it possible to distinguish between internal and external situations and methods such as: 1. Internal: Is education centered on teachers? Or is it student-centered? 2. External: Does the Ministry of Education prioritize testing, or encourage teachers to adopt interactive communication and integrate education into the curriculum? Therefore, what is the function and inspiration of studying high school history and life? If thematic history teaching is used: teachers can use thematic learning methods to help students focus on causal relationships, the causes of turning points, or the evolution process of the beginning and end of events. This is more advantageous for testing based on the application topic, and it is easy to test how much understanding and understanding of history? Has an activating effect. By studying history in high school, using the "CLA (Causal layered analysis)" method of future studies, you can enter the stage

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of worldview exploration with the goal of improving professional depth and emotional level, and use it in your own understanding and utilization of history. Based on research, some insights into the prospects and thinking of learning history in high schools are provided: 1. Facing the impact of declining birthrate, Taiwan needs a macro perspective to improve its future competitiveness and look forward to a new perspective on world history, using futuristic cause-and-effect level analysis to combine world changes with daily life applications. 2. The study of history in high schools should go into a systematic construction: understand its cause-and-effect relationships and global trends, so teachers play a professional and future role in controlling the use of new information and technology. 3. In the future, humans may develop more “intelligent” needs. As a reference from history or to explore the preferred path for the future, there will also be a greater need to innovate and meet challenges. 4. Studying high school history has entered the professional field. Through self-exploration, it can be transformed into life affairs and establish the concept and value of lifelong learning. 5. In studying the “history of high school learning”, have new prospects for the future of education. Through professional knowledge such as “trend theory and causal hierarchy analysis” of futurology, pursue new horizons and visions, making future education full of hope and possibility.

*Keywords:* learn history, CLA (Causal layered analysis), learning process, alternative future, exploration and implementation, transformation breakthrough, intelligence, future satisfaction

## **Introduction**

The propose of 12-year compulsory education is developing students can acquire core competencies, learn from solving problems in life situations and integrate them into life teaching applications, exploration, and implementation, as a guide for learning history in the future. Observational research on Wu Ziyong’s work: English learning in Taiwan’s national elementary schools. Under his ideas of inspiring and discussing Taiwan’s education policy, he also learned two major methodologies of future studies: trend theory and “CLA” analysis hierarchy. After multi-layered thinking, I have new inspirations for individuals engaged in teaching high school history courses. This is one of the motivations for exploring this topic.

Continuously deepen the establishment of research methods and frameworks of futurology, especially situations, plots, scenes, etc., and deepen the promotion of future trends, especially the “CLA” level of analysis, to gain a deeper understanding and application. Explore the second motivation for research on this topic.

Futurology has widely used social science methods for many years. At first, if you want to understand the direction and outlook of futurology, you will use relatively elementary concepts to predict and present superficial narrative deductions. Until you learn from Richard Slaughter and Sohail Inayatullah proposed: “CLA” methodology provides deeper insights and six major structures. It also includes the essence of learning methodology and teachers’ tips for imagining and systematizing the future, improving the process and delineating a better future design and in-depth exploration. I want to use this theme to study the upward and downward development space and future changes of history teaching in high schools. This is the third motivation for research.

The new 108-year high school social field curriculum divides the history course content into two different areas. One is based on history (Taiwan history, Chinese history, world history), including present-day Chinese

history, and the framework is changed to East Asian history; the other is based on inquiry, and practical history, as a living history of research and on-site practical application, breaking away from the narrative level and closer to the life level, giving new enlightenment methods and literacy-oriented appeal connotations. Therefore, from this change, we are heading towards the future to explore historical truth and predictability, which is the fourth motivation for research.

Refer to the teaching methods of high school history in Eastern and Western countries. Thematic teaching is generally used, while in Taiwan, chronicle teaching is the mainstream. The biggest difference is the examination content and method. Arguments or choices? This is the fifth motivation for research.

This topic research uses the “CLA” application level created by future scholars Sohail Inayatullah and others to outline the blueprint and design of future Taiwanese high school history and proposes some insights to echo future trends and preferred teaching methods, making courses and teaching more interesting and effectiveness.

This topic research attempts to use futuristic methodologies: trend theory and causal analytic hierarchy process. As a research method, I personally experienced the situation, and also participated in the historical seminar experience and general literature materials and used the narrative research method to present it. Deepen the possible future of high school history learning policies in the “causal layered analysis method”, using its four levels of structure: a series of trends, systemic causes, narrative discourse (worldview), and the pursuit of the deepest myths and metaphors.

### **Literature Review**

The following is an explanation of the analytical viewpoints used in this study: futuristic theories and methods; secondly, the past, present, and future development and transformation of learning high school history are discussed, and transformation breakthroughs and the promotion of educational policies are proposed to respond to future high school history and find new directions.

#### **Futurology Theory is Also a Method**

Proposed by futurists Richard Slaughter and Schail Inayatullah: Multi-level Causal Layered Analysis. At the theoretical level, it attempts to integrate the empirical, critical, cultural analysis and action research cognitive models of social sciences. It believes that human cognition is a vertical activity and the roots of knowledge come from history, culture and social structure, echoing the Western scholar Michel Foucault (1973), advocated: “power and subjectivity”.

The causal analytic hierarchy process is a research method that accurately defines problems and deconstructs problems through futurology.

The “CLA” methodology refers to the four levels in the problem-solving process (surface level, system level, worldview level, metaphor or myth level).

(1) The first level is the “bundle”—a quantitative trend, an issue, often exaggerated, often used for political purposes—(e.g., overpopulation), usually presented by the news media.

(2) The second level involves systemic causes, including social, technological, economic, environmental, political, and historical factors (e.g., rising birth rates, lack of family planning).

(3) Third, the deeper level involves the discourse/worldview that supports and legitimizes it (e.g., population growth and family civility views; lack of female empowerment; lack of social security; population/consumption debates).

(4) The fourth level of analysis is at the level of metaphor or myth. (The Myth of Deep Individual Innovation; Group Understanding of Microbiome).

(5) Further explanation of causal level analysis: core prospects for the future. According to Gal tung and Inayatullah (1997) and Voros (2006), the basic appeal: the future is linear: there is a good future; The future is cyclical, and life has its ups and downs; The future is a spiral or other phenomenon.

### **Study High School History Issues and Future Changes and Break through Current Strategies to Welcome New Policy Promotions to Achieve the Practicality and Effectiveness of Learning High School History**

High school history learning has been characterized by social studies as a curriculum in elementary and junior high schools. It is not until high school teaching that it is oriented towards differentiated professional history, which is further subdivided into Taiwan history, Chinese history (East Asian history), world history, and elective professional history, the concept that constitutes the worldview. Therefore, using the (CLA) method, the elementary school level is included to represent the Chinese history in the junior high school into the system level, and the high school world history and specialized history present worldview concepts.

In order to establish future learning contexts in high school history, adopting bivariate uncertainty is a method that must identify two relationships in order to develop a four-level approach (Inayatullah, 2007) concept to look forward to the internal and external mix of high school history learning in the future to change the status quo or try new horizons.

In the face of the in-depth study and integration of high school history majors into real life, exploration and implementation are of great importance. Most scholars are committed to enlightenment in daily life and accumulating wisdom, but life is complicated, and historical reference and use are limited to academic research or cognitive level. Emotional teaching still needs to be enlightened, and the application of skills does not seem to be very practical. Therefore, future high school history learning will run through four levels of analysis and action. In addition to making high school history serve as a warning, it also enhances the connection between life intelligence and worldview, promotes national social and national consciousness, and improves individuals diverse understanding.

### **Research Method**

The research method of this topic uses narrative research method to describe the application of teachers' own practical observations, and participate in various teacher trainings, conferences, activities and other related teacher experiences and brainstorming results sharing among teachers in a broad sense and encounter difficulties or personal problems. Field experience of general teachers teaching high school history and acquire high school history know-how, as well as learn the basic theory, practice, and results analysis of teacher leadership is included. This makes the article include a discussion of educational academic methods and the integration of futuristic high school history learning methodologies. With innovative thinking that shows the trends and changes in learning history in Taiwan's high schools, we can achieve the goals and objectives of forward-looking high school history.

The final section analyzes the transformation, skills, and policy promotion and application of “learning high school history.” Therefore, teachers’ use of technology to integrate into teaching requires more support (Chang 2006). With the combination of soft and hard equipment, we promote diverse cultures and values, and even innovate to face future challenges. Harnessing multiculturalism can make society richer (Inayatullah, 2006) and strengthen the laws of survival.

When there are more than two conflicting visions of teaching, moving towards new methods that transcend differences is also an alternative vision, and transformation is a new way of thinking to improve the shortcomings of the tradition and respond to future changes and the needs of the times.

In the face of the 108-year new curriculum policy in the social field, we will deepen professional learning with the addition of “inquiry and practice” to history majors, proactively adopt student-centered teaching methods, and expand the use of “technology or technology” to assist in on-site practical exercises, but also has motivation and effectiveness in history.

If you study high school history, teachers can build a set of history major e-learning system. Teachers can save time in collecting and finding information and can also link relevant information with pictures and texts in the classroom at any time to enhance teaching innovation and diversity.

Therefore, when collecting the concepts and practices of learning high school history, the teaching theory, literature, practical results, teacher-student interaction, test scores, etc. will help to make new changes and improve the actual situation of students learning high school history.

Therefore, when it comes to school organization and administrative operations, it is also one of the researches and discussion methods for teachers to participate in practical discussions such as teaching research conferences, curriculum development conferences, teacher professional learning communities, etc.

According to Western scholars: Proposing the future direction of narrative research method, narrative research itself is a research method (Clandinin & Connelly, 2000). Therefore, in the narrative research method, the intention is to “show” rather than “tell” the actions of the narrative researcher, but to enter into the definition of narrative research (Clandin et al., 2000). Therefore, narrative research is a way of understanding experience, a collaboration between researchers and participants, and a process and dialogue of lived and spoken experiences.

## **Result and Discussion**

### **The Development of Learning History in Taiwan High School**

History learning has indeed had a great impact on people’s historical consciousness in Taiwan’s education policy. Since the Nationalist Government moved the country to Taiwan from China, history learning has been based on the education of national spirit and the promotion of historical consciousness. It is divided into three levels: elementary school, junior high school, and high school. The categories of courses, from easy to profound, truly maintain the traditional process of progressing from easy to difficult. A comprehensive review of 12-year compulsory education, the “History” curriculum of the state education system is nothing more than the use of the “History” context system to connect great people with great achievements in the nation or people who have contributed to the country and society, so as to develop the national education of “History” and inherit the historical education era of the past. significance. It has been extended to the new curriculum in the social field in 108-year. High school history courses have undergone new changes and innovative styles, and they no longer

dispute the pan-politicization of “Chinese history” in the past tradition. The evolution of dynasties in traditional Chinese history has been inherited in elementary schools, junior high schools, and even high schools, and is now transformed into a large-scale East Asian history to resolve the pan-political constraints of past disputes on Taiwanese history and Chinese history, and return to the status of “academic neutrality”.

According to the ten-year transformation of the high school history curriculum, from the early centralized history compilation to the current series of ministry-reviewed textbooks published by multiple publications, it is a big change. Currently, in accordance with the 108-year new curriculum in the social field, the evolution of Taiwan’s history in the past has been greatly updated. Chinese history is no longer oriented towards dynasty changes, integrating China into the history of East Asia, while world history is less controversial and still based on the four world The ancient civilization is the origin, and the historical development process of the past and present is briefly discussed. Even on globalization issues and the construction of the global village, more attention is paid to the future trends of mankind and future thinking in the face of climate change and the destruction of the earth, which is in line with today’s futurology.

The past, present, and future are not just the process of human reproduction today. In addition to the application of science and technology, humanistic thinking and cross-field future design are also about learning the warning role of historical functions, applying lessons, and innovating skills to solve future survival crises.

In order to improve students’ deep roots in history education, Taiwan’s Ministry of Education needs to consider both external and internal learning factors when formulating policies on the learning process. The external aspect deals with the reasons for history learning: the course learning content is used for random education in daily life, and on the other hand, the course content and the degree of absorption are tested. The internal aspect involves those most affected by the policy—students and teachers.

Following decades of research observing learning policies in high school history teaching and learning, the Rethinking Futures Research approach uncovers some alternative futures for history learning—concluding that interesting history is the preferred future: thematic history. The focus of learning is to use historical inspirations that students can use in their daily lives, such as biographies of characters, the beginning and end of events, cause and effect relationships, or changes in time, place, and people. In order to realize this desirable future, some policies are proposed to assist teachers in changing their teaching methods, just as the Ministry of Education requires every school to launch model teaching demonstrations every semester. On the one hand, we teach openly and learn from each other’s teachings and observe each other. On the other hand, we also find our own shortcomings to make up for our personal lack of experience. Although it is a good strategy, there is still room for efforts to help teachers change their teaching methods to achieve progress in a sustainable future. The only evidence of this is the newly created “Inquiry and Practice” emphasized in the 108-year new social field curriculum” course, implement some experiences of future historical research and learning processes and learning skills learned from them, and change the traditional teaching methods. It also depends on the actual control of learning itself and understanding the true meaning of history.

In the development of history learning in Taiwan, with the changes of the times, the declining birth rate and the reform of joint university admissions, as well as the promotion of global information and the Internet, it is not difficult to acquire knowledge, but what needs to be changed is the concept and way of thinking, as well as through technology Apply and transfer the humanistic thinking that cannot be transferred in the past. Therefore,

when studying history as a major, you should also timely remind updated ideas and actions of future trends to cater to the future of studying history.

Due to the interactive operation of global transportation, information, and exchanges. Nearly 200 countries or those not included in the list all have some understanding of national identity and the pulse of the world. However, as Taiwan's international status fluctuates, the view of Taiwan's "historical" position is still unclear. The people of Taiwan work together to create and build on the past and the future.

The policy of Taiwan's Ministry of Education is to allow students to study history starting from social studies in elementary schools in order to improve the Taiwanese people's historical and national spirit, historical knowledge and worldview capabilities, emphasizing the origins of historical consciousness and historical education as an auxiliary to the country's society. Therefore, we start learning the connotation of history from an early age and put it into social science tests to ensure that students acquire basic historical knowledge and historical principles. In high school elective courses, a "thematic historical atmosphere" has emerged, such as Islamic culture, Chinese and Western medicine culture, the Christian world, Buddhism, and the history of Chinese science and technology.

In the study of high school history education, in addition to the need to test learning results in both compulsory and elective courses, this puts heavy pressure on parents, students, and teachers. Although the test is not as difficult as imagined, the learning effect is not as good as expected. It is difficult to test whether the students understand?

Taiwan's Ministry of Education's 108-year new social field curriculum also strengthens the content and practical aspects of high school history exploration and practice to help students improve their passive teaching and active participation in the design and object compilation process, so as to learn from the history of the main course. Extend your understanding of history to take on new aspects, and collect historical materials, images, various antiquities, documents or teaching materials that can help corroborate historical events as new methods of research or learning. There are also scholars or interested people who go out of school to visit historical monuments or cultural relics with historical value, which have a more life-like atmosphere. The scores can then consider the weight of life assessment. Firstly, it can show the success of internal and external learning, and secondly, whether it can help students create better Future developments in history teaching.

### **Mapping the Future: High School History Perspectives**

According to Sohail Inayatullah's proposed causal stratification model may be helpful in understanding how Taiwan's historical policies operate.

The first layer is a series of quantitative trends, often used for political purposes and presented by media reports, which can be called entry: the jungle. For the purpose of survival and the needs of the country and society, it focuses on political constraints, national survival, personal intelligence and external technological infusion. The second level involves systemic reasons and the rise of many factors at all levels, such as pan-politicization, historical plots, environmental needs, technological improvements and other good fortunes, which are attributed to: strategy. The third level involves in-depth views on the world view, such as: population growth and family civilization views, the social nature of tea drinking, and the special ingredients of green tea that can be used to fight cancer, etc. Constructing images and prospects for exploring alternative futures is taken as: high level,

mountain top. It's okay to receive support or reasonable words to move forward. The fourth level is the metaphorical or mythical level. According to Inayatullah, it is the vision of the future, which reflects the "favorable future" at the bottom of futurology.

Application in high school history teaching. Getting learners to achieve well is jungle level. Analyzing core values when applied to international relations is a strategic need. However, better policies will do more, and future progress will see the emergence of some different teaching methods and new visions. It is hoped that through causal-level goals, a better future can be created.

In addition to considering external structures, how teachers and students on the front line respond to changes and take future actions.

According to the views of "digital aborigines" and "digital immigrants" proposed by Western scholars Preusky in 2001, they can be used with discretion.

Taiwan students learn a lot of historical fragments or plots from the media and like to share them with others. At the same time, they collect information from different media. If they are interested in their own specific research field, they will actively participate in writing or publishing. Through the perspective of several indigenous people, images are superior to text, and causal curiosity is superior to serious dynasty changes. Coupled with the rapid dissemination of information and the immediacy of interactive communication, the attention span of traditional learning methods has shortened. Students need more curiosity, interest, more activities, and more images to arouse the learner's response and attention.

Another type of non-digital natives who transition into a digital environment are called digital immigrants. Probably referring to traditional educators or teachers who believe that the human brain never changes, and that memorization is the best way for a learner. Therefore, many teachers still follow the old traditional learning methods, teaching and assessing according to the established curriculum. In fact, for these teachers, traditional teaching is easier because there is no need to prepare lessons or design future courses (Hsieh, 2004). Therefore, before developing a vision for the future, there is a need for supporting concepts of pedagogical approaches to alternative futures, as well as a macro-historical foresight.

### **Study High School History to Change the Future**

"Scenarios" are used in the process of building alternative futures, and adopting bivariate thinking is a construct in which two key uncertainties must be identified in order to develop the Four Worlds approach (Inayatullah, 2007). When using this model to look forward to the future scenario of history learning in high schools in Taiwan, whether the internal and external combinations have changed or tried new ways to expand horizons. In fact, the difficulty of teaching lies in students' cooperation and conscious learning. In terms of learning through alternative futures, are internal and external scenes and methods distinguished?

- (1). Internal: Is education teacher-centered? Or is it student-centered?
- (2). External: Does the Ministry of Education prioritize testing, or encourage teachers to adopt interactive communication and integrate education into the curriculum?

In terms of measuring internal factors, student-centered education focuses on developing interesting and useful learning methods for students. Otherwise, teacher teaching methods will be followed. If we look at

external variables, is the goal of learning high school history to enlighten wisdom or understand the world, or is it just for test scores?

The purpose of studying high school history and what functions and inspirations it has in life. Five scenarios are sorted out:

- (1). Learn historical knowledge and carry forward the national spirit, enhance worldview, and adopt a traditional history teaching atmosphere related to global thinking.
- (2). Theme-based history teaching: Teachers use thematic learning methods to help students focus on cause-and-effect relationships, the causes of turning points, or the evolution process of the beginning and end of events.
- (3). Achievement-oriented rankings, where teachers focus on students' scores on history tests. Students practice tests to get better grades and to improve test drill and problem-solving skills to get good grades.
- (4). Teachers use high-tech (VR, AR, MR) plots to attract students' attention, strengthen practice, and actively collect historical events to coordinate with assessments to achieve higher results.
- (5). Let high school students choose science, engineering, and natural science majors. Students should know a little bit about history. They don't have to study history courses and can just concentrate on volunteering.

Looking to the future, we need to understand the deep meaning of the future, so we use the "causal layered analysis" of futurology to deepen the possible future of high school history. On the one hand, it is based on the lower levels (elementary schools, junior high schools) and carries forward the upper levels (universities, Institute) prospects.

### **Strategies for Studying High School History Using the "CLA" Analysis Method**

Causal layered analysis (CLA) is a method used to deepen the future. CLA is divided into four levels: a series of trends, systemic reasons, narrative discourse/worldview and the pursuit of the deepest myth/metaphor.

In order to deepen the possible future of high school history learning policies, CLA is used to illustrate the five scenarios from the previous unit.

Table 1  
*Teacher-centered, 4 Levels of Development*

Litany	Add courses oriented to historical factors
Systemic Causes	Learn history systematically and teach it like a history textbook
Discourse/World View	After a long period of study, students have a world view of thinking and complete the enlightenment of historical consciousness.
Myth/Metaphor	The more you understand the ins and outs of history, the better

With teachers as the center, students learn history for daily life and understand historical knowledge as the main axis, divided into several different fields such as Taiwan history and world history based on systematic reasons. In terms of worldview, teachers can be more practical and deepen their concepts. The final myth is that those who put in more effort will gain better knowledge and grades.

Table 2

*Student-centered, Using 4 Layers of Narrative*

Litany	Effectiveness in explaining history or integrating it into students' daily use of history
Systemic Causes	Let students understand the beginning and end of history, cause and effect, and changes in a thematic way
Discourse/World View	See or observe the trends and future development of world history
Myth/Metaphor	Life is education, what are the deep meanings and influences of history?

Student-centered, students learn history. Can help students apply history or enhance their ability to handle daily tasks better. If high-tech dynamic historical fragments or images help students be willing to learn history and focus on history, they will be able to better understand the arteries of the world and the trend of globalization at the level of world view. The mythological level allows learners to take life education as the source of their concepts, and students can learn different historical contents in a variety of ways.

Table 3

*Teacher-centered, Students-oriented Learning History for Exams, Through Four Major Levels of Analysis*

Litany	More tests and exercises and remediation
Systemic Causes	Teachers teach students how to obtain test information and materials so that students can achieve better results
Discourse/World View	Globalization capabilities and achieving better results-oriented
Myth/Metaphor	Taiwan history study has good performance and good results

Teacher-centered, students study history for exams. Teaching high school history uses traditional methods, requiring memorization and reading and listening in preparation for exams. At the level of system reasons, teachers emphasize the content of the test. It does not matter whether the students understand it or not, and the scores are used as the evaluation. The worldview focuses on ability orientation, and the mythical level is that excellent grades represent successful teaching.

Table 4

*Taking Students as the Center, Teachers Enhance Students' Interest and Motivation in Learning History, Integrating Technology into New Horizons also Helps Through 4 Levels of Analysis*

Litany	Introduce high technology to assist history learning, arouse motivation and automatic participation
Systemic Causes	Use high technology to deepen and induce the active collection of historical materials, and systematically read and evaluate them
Discourse/World View	Be guided by market capitalism and compete more effectively with other students
Myth/Metaphor	Inspire active learning of history and predict good results in the future

Taking students as the center, teachers use new technologies to integrate into teaching in order to enhance students' interest and motivation in learning history. This is helpful for middle- and lower-class students and can also give the curriculum a new perspective. If assessment is also added, it will also be an invisible help for teaching strategies and improving the usability of history. The worldview depends on market capitalism. People who can use historical knowledge will be more flexible in their vision and handling of affairs and will be more popular in interpersonal relationships and social interactions. In the deepest mythology, the perspective of history is used to create a better future, or one that may be more successful in the future.

Table 5

*Based on Taiwan's 108-year New Curriculum Policy for High School History Teaching, Its Actual Impact is Analyzed Through Four Major Levels*

Litany	Stop learning history and let the high school humanities selection team continue to promote history
Systemic Causes	Let high school students in the humanities group deepen and broaden their historical knowledge and application
Discourse/World View	Give up studying history and return to everyone's professional abilities
Myth/Metaphor	History is used as a topic for after-dinner chats or historical stories become life materials or used as metaphors

According to the current policy of Taiwan's high school history teaching 108-year new curriculum, the first and second grade students in high school still use the traditional common compulsory courses of Taiwan history, East Asian history, and world history. Students in the third grade and natural group are exempted from elective readings and examinations, and they get rid of history. In addition, the introduction of "Inquiry and Practice" in the second year of high school incorporates some physical operations. For learning history, it only increases the understanding of the historical collection process. In fact, it has no real impact on the utilization of history or deepening cognition.

### **Imagining and Transforming and Promoting Policies**

When studying and observing what kind of vision is the most beneficial first choice for high school history teaching, based on the discussion that the university tests in Singapore, Japan, and mainland China mainly focus on application topics, it is in line with the theme-based teaching context and the turning point of historical cause and effect and modification, and is easier to measure. How much do you know and understand about history? In Taiwan's elementary, junior high, and high schools are in the form of multiple-choice questions, we will have to use frequent testing and practice to achieve good grades.

Since I have not developed the habit of reading historical knowledge, people often regard history as a minor subject. This is often not taken seriously by parents or students, and it is reduced to another type of thinking that is dispensable. Therefore, it is rare for students to learn history voluntarily and effectively. In fact, history at the high school level is based on detailed textbooks, reference books are used as auxiliary tools, and chapter narratives have traces to follow. In addition to laying out basic knowledge first, and then discussing the deeper connotations, you can enjoy reading or explore the pulsating trends of the world. If we can explore the beginning and end of cause and effect in a thematic way, it is more in line with the wisdom of learning history and thinking about change. Therefore, teachers facing future thinking can use technological tools to help students learn well and learn happily.

However, Taiwan teachers rarely use technology to integrate teaching. Therefore, teachers need more support (Chang, 2006) and more hardware and software equipment. For the sake of the future of the next generation, diverse cultures and values, and even innovative thinking, are needed to help learners face a sustainable future with courage. Multiculturalism can also make society richer (Inayatullah, 2006) and enhance survival.

Through today's "learning high school history", we can understand the future transformation of "teacher learning leadership" through the futuristic trend explanation and the four levels of causal level analysis, and quote Western scholars Lan Jukes, Ryan L. Schaaf (2019). The vision of learning, predicting the future of learning,

paying attention to learning basic skills and other learning models that transcend time and space mentioned in the book "Future Education" provide more resources for learning high school history and guide future learning directions and skills, which is in line with future learning high schools.

As for the transformation and policy promotion of "learning high school history", it is increasingly highlighted that future teachers will pay more attention to and use professional skills and abilities in teaching history courses, in conjunction with new technologies (AR, VR, MR, etc.), teaching autonomy, inquiry and practice teaching methods such as improving writing ability, strengthening historical discussion, and teacher-student interaction (Rutherford, 2005).

In addition to professional knowledge, teachers' knowledge and application of learning come from the absorption of history majors after "learning". It also plays the role of a learning scaffolding in the classroom, emphasizing new hope for learning with students as the main body, cooperation, interaction and stimulating thinking.

As a history teacher, for professional teaching, you often need to have positive thinking, warmth, enthusiasm, willingness to give, understand individual differences among learners, or create a positive learning atmosphere, etc., to face different learners, seek to take the initiative, and naturally strengthen learning effect.

Therefore, when there are two or more conflicting visions of teaching, moving forward beyond different methods is also an alternative vision. Transformation is a new way of thinking. If teachers teach in different ways, putting heavy pressure on traditional teachers' teaching methods or raising doubts about their learning motivation, then no matter how many tests or teachings they have, students, parents, and teachers will feel anxious.

Although innovative teaching methods have put heavy pressure on teachers, traditional tests are also one of the convenient ways to evaluate student learning, including the establishment of current reform learning process files.

In terms of policy promotion, in order to balance learning and examinations, teachers can encourage high school students to learn the systemic level of history so that more historical knowledge can help make life decisions.

According to the 108-year New Curriculum, the social field policy is to use the history major through the new examination and admission system reform. In addition to the usual tests, the students' learning process performance will be increased as the basis for future university admissions. In addition to studying the major, it is proposed the "Inquiry and Practice" history unit furthers proactive student-centered teaching methods. Teachers can try to use "technology" or "technology" to assist in on-site practical exercises in some courses to increase the effectiveness of history. Therefore, teachers need to prepare lessons in advance and change traditional teaching methods. When teachers need materials to design history courses, they can also work with publishers to develop new materials. The Ministry of Education can also provide a teaching platform to share teaching design and interactive experiences to continue to learn from each other and improve continuously.

If an e-learning system for history majors is established, teachers can save time searching for information, and can also find innovative teaching concepts on the system and improve the presentation of teaching diversity.

After the Ministry of Education formulates a new curriculum, how to promote and implement history major guidance and substantive learning from middle school to historical compilation or methods requires teachers' conceptual design and supporting measures to be applied, so that students' historical abilities will be improved.

In addition, the new syllabus in the social field of high schools in 108-year has not had as drastic changes and impact in primary schools as in junior high schools, but there are still three major changes that allow students to systematically implement them in their lives through the revision process when learning the basics, contextual and meaningful learning, and even the transformation of future thematic courses and interdisciplinary subjects will become the norm under the new system. In addition, in order to inherit the reform of elementary schools and to cope with the trend of junior high school entrance exams, as well as to meet the needs of the new high school curriculum conversion and the joint entrance examination, junior high school students must find out the connotation of literacy-oriented learning, and schools must operate out of Individual features to meet the needs of students. Under the new curriculum structure, schools, teachers, and students are given a broader and more diverse space for development, and each school and student can have a unique appearance. Extending to high school curriculum planning, taking history as an example, in addition to independent learning, develop different perspectives and explore multiple abilities such as: “Inquiry and Practice” courses and activities, or the interdisciplinary perspective of multiple electives and the utilization of history textbooks The historical knowledge learned will develop broader abilities.

The new curriculum in 108-year has changed the most at the high school level. The history subject has added revised compulsory subjects, multiple electives, deepening and broadening, and the application of theme-based teaching, so that high school students can change from passive to active in learning, and learn from doing to have fun and the sense of achievement of active exploration enhances real learning motivation. If high school students can use this to discover their own interests and abilities, it will be more helpful for self-exploration and future life planning. It will also further affect the mutually reinforcing effect of university and graduate school selection and high school education and have new implications for future education.

### **Conclusion**

For a long time, history has been studied in high schools. Since elementary and junior high schools, social studies have been used as the curriculum. The professional field of high schools has been further divided into history subjects, which are further divided into three categories: Taiwan history, Chinese history (East Asian history), and world history. Circular narration presents the concept of world view.

Therefore, in applying the method of “CLA” of futurology, the representation of social sciences in elementary schools to the historical narrative of social sciences in junior high schools has shown a systematic level. High schools have entered into worldview exploration, and universities and research institutes have entered into in-depth and bottom-level thinking.

History learning in high school inherits the connotation and form of junior high school, enhances the professional depth and emotional level, and adds “inquiry and practice” to guide the observation and thinking of history, improving one’s own understanding and utilization of history. Therefore, through the high school history learning process, students can continue to study and learn about future choices, or it can be used as a life experience enlightenment and the accumulation of wisdom to draw lessons from the past and the present, becoming a treasure trove of human knowledge.

Based on the above research and discussion, the following suggestions are put forward:

(1). Facing the problem of declining birth rate in Taiwan, in order to improve the competitiveness of future youth and look forward to a new perspective on world history, it is more necessary to look at the impact of high school history learning on world changes and life from a macro perspective with the help of the causal level analysis of futurology.

(2). When high school students study history, they should enter into a systematic construction to understand its cause-and-effect relationships and globalization trends. Therefore, in addition to the history major, teachers also need to develop teaching strategies and grasp the latest information, new knowledge, skills, or the pulse of national society, especially for Future pathways are controlled with knowledge and insights.

(3). In the future, humans may develop more “intelligent” needs. This will be used as a reference from history and current social orientation, and to explore a satisfactory path for the future. In order to solve existential crisis issues, we will continue to innovate and meet challenges.

(4). “Learning” is everywhere. Learning high school history has entered the professional field, and through its own “exploration and practice”, it is expected to transform history courses into “own judgment and application in life or media literacy”. Daily affairs establish the concept and value of “lifelong learning”.

(5). In order to study the new prospects for future education of “high school students learning history”, through professional knowledge such as “trend method and causal hierarchy analysis” of futurology, we will continue to pursue new horizons and visions of future education. Apply the concept of learning history to real life, making future education full of hope and possible expectations.

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