A Perspective on Lndigenization of Curriculum Studies in Taiwan ～A Case of Doctoral Dissertations

Pei-Lan Chen

This research mainly explores the indigenization of curriculum studies in Taiwan, especially focusing on doctoral dissertations. First, the author analyzes the motivation、purpose and direction of indigenousness in Taiwan curriculum studies . Through these analysis, the author sets up the main anchors, including research types、research views、research subjects、research literature、empirical data、research methods and research purposes, to evaluate the indigenousness of Taiwan curriculum studies. The results shows applied and empirical studies are characteristics of curriculum studies in Taiwan. Besides, high degree of indigenization in subject dimension, followed by purpose、method、view and literature. Furthermore, the author tries to create several metaphors—graffiti-method, mosaic-view, montage-literature, indigenous foreign concepts, curriculum Matthew effect—to describe Taiwan curriculum studies. Finally, the author urges indigenous wisdom should be emphasized in order to make Taiwan curriculum have its unique voice in the international curriculum field.

Key words：Curriculum Studies, Indigenization, Taiwan

Doctor student，National Chung Cheng University Institute of Curriculum Study