

Inquiry for Curriculum —Current Problems and Future Directions

Shu-Ching Chou

The field of education has predicated its practices on a platform of scientifically grounded knowledge. Under the paradigm of positivism, schools were to become effective and efficient manufacturing plants. However, many decisions in educational practice are not based on scientific rules, but on teachers' sensitivities and predispositions. Researchers must admit this state of affairs and is willing to work with it.

Aesthetic inquiry is the systematic inquiry into the implicit and hidden qualities of any given curricular situation, especially the qualities that shape our reaction to the situation. The important point is that aesthetic inquiry into a curriculum problem must leave us free to respond to qualities that may take us by surprise. The value of the inquiry is to provide another methodology for researchers to understand curriculum. Through the vision, people will see the aesthetic quality that they have not seen in curriculum.

The approach of the inquiry is not so popular in curriculum field that many unclear concepts should be clarified. To construct the domain of aesthetic inquiry for curriculum, many statements and suppositions should be argued, especially based on aesthetics theory.

Keywords: aesthetic inquiry, aesthetic experience, aesthetics of curriculum

Professor, Institute of Curriculum & Instruction, National Taipei Teachers College