

Perspectives on School-Based Curriculum Evaluation: Reflections on the Transformation of a Quality Elementary School in Yun-lin County in Central Taiwan

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Arguably school-based curriculum evaluation should be an important task in school development and reform in Taiwan. However, it has received little attention. If there is any curriculum evaluation at all, it has suffered high degrees of inadequacy, the most severe problems being an overemphasis on evaluation techniques while de-emphasizing the impact of historical, social, and political contexts on the curriculum. The school being evaluated tends to be forced to bear the full burden of the success or failure of curriculum implementation, without holding the government and society accountable at all, thus unduly sending a message that the victim is to blame.

This study was an attempt to assume a sociological perspective on school-based curriculum evaluation. Using Apple & Beyer's (1988) social evaluation perspective and Popkewitz's (1991, 2003) social epistemology perspective, this study investigated the school-based curriculum development in a rural elementary school in Yun-Lin County in central Taiwan with a view to providing a wider perspective on curriculum evaluation methodology.

Keywords: school-based curriculum evaluation, social evaluation, social epistemology

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