

The Educational Goals of University-Departments and Their Implications in Curriculum and Instruction

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The purposes of this study were to analyze and compare the educational goals among the departments that were founded at seven different periods of time. The educational goals made public in 2012 were surveyed from departments in public and private universities, with colleges and technology universities excluded. Based on purposive cluster sampling, the current study sampled 680 departments founded in different periods of time from 27 universities. The information of educational goals was qualitatively analyzed. This study identified 3760 statements of educational goals, which were then classified into 61 subcategories. These subcategories were subsequently re-grouped into 5 categories and then merged into two main categories. The 3760 statements of educational goals were further analyzed with SPSS for windows 20.0 to obtain frequency distribution and Chi-square test. The findings of this study are summarized as follows:

1. A variety of educational goals listed by the departments appear to suggest that modern universities intend to play multi-functional roles.
2. The professional intelligence is emphasized and the preparation for life skills is downplayed in the departments' educational goals.
3. Preparing to get a job has gradually become the departments' educational goals, especially for the departments founded after the year of 2000.
4. No striking differences were observed in the educational goals among the departments founded in the seven different periods of time. High priority to equip undergraduates with specialty rather than with general management is constantly emphasized across all the departments sampled.

Based on the above findings, several implications were made. In response to a wide range of educational goals, curriculum and instruction should also be made

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diverse. Although preparing to get a job is important, the department's curriculum and instruction should not serve just as an occupational training. Cultivating undergraduate to focus on care-for-self is essential in the curriculum and instruction of university.

Keywords: university-department, educational goal, decade

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