

# **A Micro-political Analysis of the Curriculum Implementation of Living Technology in Junior High Schools**

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Assertively incorporating the subject “Living Technology (LT)” into the learning area “Science and Technology (S&T)” by using a top-down approach is a typical political event in the field of curriculum when the National Curriculum Guideline for Grade 1-9 was developed in Taiwan. Employing a micro-political analysis with both qualitative and quantitative approaches, the current study aimed at investigating the discrepancy between the actual and the ideal curriculum implementation of LT in junior high schools. Based on the data collected from a questionnaire survey of all 26 public junior high schools in Taichung City and an interview with some stakeholders, the following six conclusions were made: (1) Qualified LT teachers in schools are insufficient but most schools are unwilling to recruit new teachers. (2) The majority of current LT teachers are not teaching LT as they have switched to other professions/subjects/areas. (3) Only few LT courses are left in very few schools and are independently offered for grade 7 by those LT teachers who are insistent or are incompetent to teach other subjects/areas. (4) Most of the teaching hours which should be allocated to LT are dominated by science teachers, so that the curriculum guidelines regarding LT have been misled and ill-implemented. (5) The micro-political phenomena, such as ideology, benefits and power, have directly affected the implementation of LT. (6) Influenced by the interweaving of ideology, benefits and power, the LT curriculum has been marginalized, uncultivated and diminished. Finally, some recommendations were made in response to the above conclusions.

Keywords: living technology, curriculum implementation, power, ideology, micro-politics

主題文章

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