

To Lift the Lockdown of Classroom Kingdoms: Open Classes and Its Influential Factors

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This study aimed to investigate the receptivity to open classes and the relevant influential factors that practitioners of junior high and senior schools would have and encounter. Using self-developed surveys, the data of 1,266 samples was collected before the Curriculum Reform of the 12-year Basic Education got initiated in 2019. From the multiple comparisons and regression analyses carried out in the research, the findings revealed that an intermediate to high level of receptivity to the open class accepted by all school practitioners. However, teachers expected it to be implemented by the principals much more than by themselves as only an intermediate level of receptivity to it was found among teachers. Respondents with demographic characteristics, such as principals and directors, people with doctoral degrees, males and participants serving in junior high schools had higher receptivity than that of other types of respondents towards the open class. Additionally, personal education conceptions, cultural beliefs and organizational culture exerted different influences on practitioners' receptivity to their preparations to the open class. Based on the findings, it is suggested that the governments and schools should pay more attention to the practitioners' conception of education, cultural beliefs, as well as school culture as these might affect the receptivity to open classes when they want to develop their school-based models as part of their curriculum.

Keywords: 12-year basic education curriculum guidelines, open classes, lesson study, receptivity, curriculum reform.

專論

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