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課程研究：從再概念化到後再概念化 及國際化

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摘 要

早期的課程研究受到時代氛圍的影響，致力於合理性課程編製程序的解析。但是1960年代開始，某些課程學者開始從人文主義的立場出發，對傳統課程研究提出質疑。1970年代，挑戰傳統課程研究的個別力量開始匯聚成一股集體的力量，強調以嶄新思維來構思課程經驗的再概念化運動就此展開。再概念化論者認為，課程研究不應戮力於課程的發展，而應著重於課程的理解，而且他們主張將課程視為一種「文本」，因此，隨著援引領域的不同，便形成各種不同的課程文本觀。在進入1980年代之後，再概念化運動受到新興思潮影響，其力量進一步擴散。本文之目的，即在闡述課程再概念化的意義與特性，以及此一運動逐步邁向後再概念化及國際化的過程。研究指出，國內課程改革除了重視課程發展工作的改進外，亦應嘗試理解受教者對新課程的主觀體驗。

關鍵詞：再概念化、後再概念化、國際化

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Curriculum Studies: From Reconceptualization to Post-reconceptualization and Internationalization

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Abstract

While in its formative period, curriculum study was influenced by ethos of historical context, so it spent its full energy to analyze the procedure of curriculum development in order to guide the practitioner. In the 1960s, from the perspectives of humanism, some curricularists start challenging traditional curriculum research. In the 1970s, every individual effort against traditional curriculum paradigm had gradually united and became greater power, and the reconceptualization movement of curriculum got on historical stage formally. Competing to traditional paradigm that gives its focus on curriculum development, the reconceptualists emphasize the importance of curriculum understanding. Meanwhile, due to looking curriculum field as a text, they think that there are too many overlapping curriculum texts exist in the field. During the 1980s, the influence of the reconceptualization movement was more pervasive. The aims of this paper are to articulate the meaning and nature of reconceptualization movement, and to describe the process of this movement moving toward post-reconceptualization and

internationalization. This research suggested, besides emphasizing the improvement of curriculum development task, curriculum reform in our country should attempt to understand student's subjective experience of the new curriculum.

Keywords: reconceptualization, post-reconceptualization, internalization

