

An Analysis of the New Curriculum of Taiwan's High Schools Integrated with the International Education Curriculum

FangChun Sung¹, HaiChing Lin² and Yijia Lin^{3,*}

¹School of Educational Science, Nanning Normal University, Nanning 530299, P. R. China
2188671276@qq.com

²Central Taiwan University of Science and Technology, Taichung 406053, Taiwan

³School of Tourism Culture, Nanning Normal University, Nanning 530299, P. R. China

*Corresponding author: zaaakimo@gmail.com

Introduction

The new syllabus for high schools in Taiwan was formally implemented in 2019. The concept and goal of the new syllabus is "core competence" as the main axis. The integration of themes into various fields is an important feature of the new syllabus. The leading high schools were assigned to propose a review of curriculum planning and implementation problems and suggestions for strategies for the trial implementation of the new curriculum syllabus.

Research Questions

This study aimed at evaluating the planning of the integration of international education in 13 leading high schools in Taiwan, using bootstrapping research methods to analyze the five types of courses in the new syllabus planning, to ascertain whether the international education curriculum of Taiwan's high schools meets the core competence-oriented planning of the new syllabus.

Methodologies

Because the sample was small, the bootstrapping method was adopted. The bootstrapping method is for use with limited sample data to re-establish a new sample that is sufficient to represent the distribution of the maternal sample through repeated sampling. Bootstrapping describes the characteristics by sample data with estimated value characteristics. It continuously samples from real data to replace previously generated samples. The larger the number of samples in this method, the better, and it is more beneficial for the accuracy of the estimation results. This method is commonly used in sociology research.

Table

TABLE 1: Primary weight information

2019 International Education Issues Integration Course for General High Schools into Taichung Area					
School \ Categories	S	E1	E2	E3	A
1 score1	1	3	5	2	1
2 score2	2	3	4	6	0
3 score2	0	3	2	5	1
4 score3	0	3	5	5	0
5 score2	1	4	3	7	2
6 score3	0	4	7	10	0
7 score1	0	4	8	5	2
8 score2	1	4	4	5	1
9 score3	1	4	3	7	3
10 score1	0	4	5	7	2
11 score1	0	4	4	1	1
12 score3	2	3	3	5	4
13 score1	1	3	1	6	0
total	9	46	54	71	17
Weighted	0.3	0.2	0.2	0.2	0.1

Schools=13

S : School-Developed Required General Courses

E1 : General Elective Courses (Deep and Broad)

E2 : General Elective Courses (Language)

E3 : General Elective Courses (History, Culture and Economics)

A : Alternative Learning Sessions

Conclusion

The research shows that the international education curriculum planning in the new curriculum syllabus of the leading high school is more consistent with the connotation of the international literacy orientation in the "White Paper on International Education for Primary and Secondary Schools". General Elective Courses (History, Culture and Economics) in addition to deepening the learners' understanding of foreign cultures are also in line with the goal of cultivating international literacy, multiculturalism, and international understanding; the curriculum is also diversified. Alternative Learning Sessions were also favored by schools. The above two groups of courses are more able to show the characteristics of the new syllabus. General Elective Courses (Language), like School-Developed Required General Courses cannot highlight the characteristics of the new syllabus of international education but can be regarded as laying a foundation for foreign language learning.