



Analysis and Evaluation of the Relevance of Contents in National Common Basic Subjects at Primary and Secondary Level

LEE Yang-Rak / KANG Dae-Hyun
PARK So-Young / PARK Soon-Kyung
SEO Ji-Young / SONG Hyun-Jung
YOON Hyun-Jin / LEE Kyung-Eon
LEE Dae-Hyun / LEE Eui-Kap
LEE Choon-Sig / JEONG Young-Keun

The purpose of this study is to investigate the current state of the contents of the ten National Common Basic(NCB) subjects that are implemented for 3-10 grade students in Korea. This study analyses and synthesizes the results of researches on the current states of relevance in NCB subjects. It consists of three main parts: First, this study tries to establish the general definition of relevance and systematic criteria for estimation of relevance. Second, this study estimates the relevance of ten NCB subjects: the relevance of the 7th subject curriculum, textbooks written by the subject specialists and qualified by KICE according to the directive of the 7th National Curriculum, and classes Conducted by the teachers who teach subject matters of each school level

It defines relevance of educational contents as relevant amount of contents with relevant difficulty for the students, proper articulation from elementary to high school level, and appropriateness for the students□ learning and teachers□ teaching.

According to the definition and criteria, we compared and discussed the research results in 10 subjects conducted by following methods:

a) analysis of the 7th NCB curriculum, current textbooks, and textbooks written by the directive of the 6th curriculum, and the textbooks of other countries, b) a nationwide questionnaire survey to get opinions from students, teachers, and specialists on the relevance of the NCB curriculum, textbooks, and classes.

This study finds something in common with 10 subjects in problems and their solutions. First, even though it was demanded to reduce 30% of contents compared to the 6th curriculum and to drop contents difficulty to proper level, the amount and difficulty of contents was not reduced to proper level with some difference among subjects, grades, and school levels.

Second, the degree of irrelevance of contents is most strong between primary and middle school, and increase with school level.

Third, the major cause of the irrelevancy of contents amount is due to the overlap of contents and the introduction of differentiated curriculum such as in-depth and supplementary course.

Fourth, the subjects of high order hierarchy in concepts showed relatively obvious irrelevancy incontent difficulty, while combined subjects with several areas showed irrelevancy in validity, amount and sequence of contents.

Fifth, relatively excessive activities in primary school, while excessive amount of contents highly affected contents irrelevancy.

So it was suggested that, a) the objectives of each subject be separated by the school level, b) the curriculum, the textbook and the class be differentiated by the level of the students, c) the amount of contents and learning activities be reduced for in-depth learning and students□ learning motivation.

Analysis and Evaluation of the Relevance of Contents in Korean Language Subjects at Primary and Secondary Level

SONG Hyun-Jung

The purpose of this study is to investigate the current state of the contents of Korean language education that are implemented for 3-10 grade students in Korea. This study consists of three main parts: First, this study tries to establish the definition of relevance and the systematic criteria for estimation of relevance in a Korean educational context. Second, based on this definition and criteria, this study estimates the relevance of Korean language subject: the relevance of the 7th Korean language curriculum, Korean language classes conducted by the teachers who teach Korean language in primary, middle and high schools. We define relevance of educational contents as relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students' learning and teachers' teaching. The contents consists of two factors: the curriculum and textbooks in this study. Therefore, the objectives of this study are to investigate whether the curriculum and the textbooks.

To satisfy the purpose of the study the following was conducted, a) the analyses of the 7th national Korean language curriculum, current Korean language textbooks, b) a nationwide questionnaire to get opinions from students, teachers,



and specialists on the relevance of the Korean language curriculum and textbooks.

This study consists of six sections as follows: the first chapter introduces the current problems of the contents of Korean language education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria for estimating the relevance in a Korean language context. The third chapter discusses the results of the curriculum and textbook analyses and the outcome of the questionnaire. The fourth chapter proposes the directions and procedures of enhancing the degree of relevance in Korean language subjects in a primary and secondary school context. The fifth chapter investigates the current state of the contents of Korean language education and proposes some of the suggestions from the results of the curriculum and textbook analyses and the questionnaire. The sixth chapter gives the results of the curriculum and textbook analyses and the questionnaire.

Analysis and Evaluation of the Relevance of Contents in Morality Subjects at Primary and Secondary Level

YOON Hyun-Jin

The purpose of this study is to investigate the current state of the contents of Moral education that is implemented for 3-10 grade students in Korea. This study consists of three main parts: First, this study tries to establish the definition of

relevance and the systematic criteria for estimation of relevance in a Korean educational context. Second, based on this definition and criteria, this study estimates the relevance of subject of Morality: the relevance of the 7th Moral education curriculum, textbooks written by the Moral education specialists and qualified by KICE according to the direction of the 7th National Curriculum, and Moral education classes conducted by the teachers who teach Morality in primary, middle and high schools. We define relevance of educational contents as the relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students' learning and teachers' teaching. The content consists of three factors: the curriculum, textbooks, and classes in this study. Therefore, the objectives of this study are, a) to investigate whether the curriculum, the textbooks, and the classes meet the objectives of the curriculum, b) to decide whether the curriculum, the textbooks, and the classes are appropriate to the students and teachers.

To satisfy the purpose of the study, it conducted, a) the analyses of the 7th national Moral education curriculum, foreign Moral education curriculum, and current Morality textbooks, b) a nationwide questionnaire to get opinions from students, teachers, and specialists on the relevance of Moral education curriculum, textbooks, and classes.

This study consists of five sections as follows: the first chapter introduces the current problems of the contents of Moral education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria of estimating the relevance in a Korean context. The third



chapter discusses the results of the curriculum and textbook analyses and the outcome of the questionnaire. The fourth chapter proposes the directions and procedures of enhancing the degree of relevance in Morality subjects in a Korean primary and secondary school context. The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the curriculum and textbook analyses and the questionnaire.

It suggests that a) the number of instructional hours for Moral education must be expanded, b) researchers and writers who develop curriculum and textbook in primary, middle, and high school level mutually communicate and organize, c) teacher training about make up and good use of new textbook is needed.

Analysis and Evaluation of the Relevance of Contents in Social Studies Subjects at Primary and Secondary Level

KANG Dae-Hyun / LEE Kang-Jun (Hongik High School)
CHOI So-Ok (Danggok Middle School)

The purpose of this study was to investigate the present state of the syllabus contents for Social Studies that have been implemented for the 3-10th grade students in Korea since 2001. This study consists of three main parts: First, this study tried to define content relevance and establish a systematic criteria for the evaluation of content relevance in a Korean educational context. Second, based on the definition and criteria, this study examined the content relevance of Social Studies by analyzing the relevance of the 7th national Social Studies curriculum and textbooks written by social education specialists and qualified by KICE

according to the 7th National Curriculum. Third, some suggestions have been made to improve the relevance of the syllabus contents for Social Studies with regard to this study.

The content relevance of Social Studies was examined in terms of quantity, difficulty, validity and sequence. Thus, analyzing and evaluating the extent to which the quantity and the difficulty of the contents are appropriate for the students, the contents of the subject are relevant and meaningful to students, and the contents are systematically organized are the objectives of this study.

Investigations as following were conducted accordingly. First, analyses and comparisons of 7th national Social Studies curriculum of Korea and the curriculums of America, Japan, England and Germany were made. In addition, a nationwide survey to observe opinions of students, teachers, and specialists on Social Studies was carried out. Third, examination of current textbooks was done by teachers of each grades and areas of Social Studies to draw conclusions and make suggestions.

This report consists of five sections. The first chapter introduces the current problems of the contents of Social Studies in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second shows the concepts of relevance in a general educational situation and presents the criteria for evaluating it's relevance in a Korean educational context. The next chapter discusses the analyses of the curriculum and the textbooks and the outcome of the survey. The fourth chapter suggests how to enhance the content relevance of Social Studies in a Korean primary and secondary school context. The last chapter summarizes the findings of the study and makes recommendations.

The main findings of this study are as follows:

First, though the total quantity of course content is not relatively excessive, the



content repetitions of each grade, too many activities, and learning in several subdivisions of Social Studies simultaneously would increase the actual quantity.

Second, the general difficulty of the content might not be so high. However, the contents tend to be abstract and in accordance with academic tradition somewhat strictly, so students might feel hard to learn.

Third, the contents of Social Studies is be generally valid although some of the content looks less meaningful.

Finally, the sequence among chapters in a textbook were not easy to find, and the contents of each grades do not seem to be logically structured.

Analysis and Evaluation of the Relevance of Contents in Mathematics Subjects at Primary and Secondary Level

YIM Jae-Hun (Gyeongin National University of Education)
LEE Dae-Hyun

The purpose of this study is to investigate the current state of the contents of the Mathematics education implemented for 3-10 grade students in Korea. To satisfy the purposes of the study, it conducted a) the analyses of the 7th national Mathematics curriculum, current Mathematics textbooks, and American, Japanese, and English textbooks, b) a nationwide questionnaire to get opinions from students, teachers, and specialists on the relevance of the Mathematics curriculum, textbooks, and classes.

This study consists of three main parts: First, this study tries to establish the

definition of relevance and systematic criteria for estimation of relevance in a Korean educational context. So, we define relevance of educational contents as relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students □ learning and teachers □ teaching.

Second, based on this definition and criteria, this study estimates the relevance of the mathematics subject: the relevance of the 7th Mathematics curriculum, textbooks written by the Mathematics education specialists and qualified by KICE according to the character of the 7th National Curriculum.

Third, based on the estimation of the relevance, this study proposes the directions and procedures of enhancing the degree of relevance in mathematics subjects of the Korean primary and secondary school context.

This study consists of five sections as follows: the first chapter introduces the current problems of the contents of mathematics education in primary, middle, and high schools. It also presents the objectives and the structure of this study.

The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria of estimating the relevance. In special, we examine the research in relation with the relevance of Mathematics contents and establish the criteria of estimating the relevance of Mathematics contents.

The third chapter discusses the results of the curriculum and textbook analyses and the outcome of the questionnaire. The fourth chapter proposes the directions and procedures of enhancing the degree of relevance in Mathematics subjects of a Korean primary and secondary school context. In this chapter, we propose the directions and procedures of enhancing the degree of relevance according to the 6-



content factors of the 7th national Mathematics curriculum.

The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the curriculum and textbook analyses and the questionnaire.

Analysis and Evaluation of the Relevance of Contents in Science Subjects at Primary and Secondary Level

LEE Yang-Rak / PARK Jae-Keun (Yeouido High School)
LEE Bong-Woo (Shinkwan Middle School)

The purpose of this study was to investigate the present state of school Science contents that have been implemented for the 3-10th gradestudents in Korea since 2001. This study consists of three main parts: First, this study tried to establish the definition of content relevance and systematic criteria for the evaluation of content relevance in Korean educational context. Second, based on the definition and criteria, this study examined the content relevance of Science subject by analyzing the relevance of the 7th National Science Curriculum, textbooks, and Science classes taught by the primary and secondary school Science teachers. We defined the relevance of educational contents as validity of contents for students □ personal, social and academic needs, and appropriateness of amount of Science contents along with adequate difficulty for the students.

That is, this study tried to investigate whether the Science contents have relevant validity, quantity and difficulty for the students, and are sequentially presented for

the 3-10th grade students. Therefore, the objectives of this study are to, a) investigate whether the curriculum, the textbooks, and the classes meet the objectives stated in the 7th National Science Curriculum and, b) determine whether the curriculum, the textbooks, and the classes are appropriate to students as well as teachers.

Data from the curriculum analysis, textbook analysis and classroom observation were used to examine the relevance of Science contents for students. To fulfill the purpose of the study, we, a) analyzed the 7th National Science Curriculum of Korea, Californian science standards, the National Science Curriculum of England and Japan, and current Korean and Japanese science textbooks, b) conducted a nationwide survey to gather opinions from students, teachers, and Science specialists about the relevance of the science curriculum, textbooks, and classes.

This report consists of five chapters. The first chapter examines the current issues and problems of the Science contents at the primary, middle, and high school level. It also presents the objectives and the research framework of this study. The second chapter introduces the definition of content relevance and the criteria for the estimation of content relevance. The third chapter discusses the results of the curriculum and textbook analyses and the survey. The fourth chapter suggests how to enhance the degree of relevance in the primary and secondary school Science subject. The fifth chapter summarizes the findings of the study and proposes some suggestions for the new Science curriculum and textbooks based on the results of the curriculum and textbook analyses and the survey.

The main findings of this research are as follows:

First, the Science contents at each grade level should be determined and provided according to the students' characteristics. The Science contents at each grade level should not be mechanically determined by an equal portion rule among Physics,



Chemistry, Biology and Earth Science.

Second, we should avoid the excessive overlapping and repetition of Science contents among the primary, middle and high school level due to the spiral curriculum.

Third, the number of topics presented at each grade level should be reduced and similar topics and themes should be integrated for students' deeper understanding.

Fourth, the identity of the 10th grade Science subject (so called 'Integrated Science' or 'Common Science') should be reconsidered since its contents are seriously overlapping with middle school Science and 11-12th grade Science.

Fifth, we should reduce the number of Science concepts and activities to an appropriate level considering the time allotment for Science classes, teachers' workload, laboratory conditions, etc.

Sixth, a differentiated curriculum such as in-depth and supplementary course should be described not in Science contents, but in teaching and learning strategy. Seventh, science contents should be selected and organized centering on real-life examples and situations to promote students' understanding and interest in Science, which will provide them with the experiences of authentic inquiries.

Analysis and Evaluation of the Relevance of Contents in Practical Arts (Technology & Home Economics) Subjects at Primary and Secondary Level

LEE Choon-Sig / WANG Seok-Soon (Jeonju University)
KIM Min-Jeong

The purpose of this study is to investigate the current state of the contents of the

Practical Arts and Technology & Home Economics education that are implemented for 5-10 grade students in Korea. This study consists of three main parts: First, this study tries to establish the definition of relevance and systematic criteria for estimation of relevance in a Korean educational context. Second, according to the definition and criteria of optimization, this study estimated the relevance of Practical Arts and Technology & Home Economics subject. The relevance of the National Curriculum and textbooks written by specialists and qualified persons, by KICE according to the directive of the 7th National Curriculum, and classes conducted by the teachers who teach Practical Arts and Technology & Home Economics in primary, middle and high schools. We define relevance of educational contents as the relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students' learning and teachers' teaching. The contents consist of three factors: the curriculum, textbooks, and classes in this study. Therefore, the objectives of this study are a) to investigate whether the curriculum, the textbooks, and the classes meet the objectives of the curriculum, b) to decide whether the curriculum, the textbooks, and the classes are appropriate to the students and teachers.

Data from the curriculum analysis, textbook analysis and classroom observation were used to examine the relevance of Practical Arts and Technology & Home Economics contents for students. To satisfy the purpose of the study, it conducted, a) the analyses of the 7th national Practical Arts and Technology & Home Economics curriculum, current textbooks, and other country's textbooks, b) a nationwide questionnaire to get opinions from students, teachers, and specialists on the content relevance of the Practical Arts and Technology & Home Economics



curriculum, textbooks, and classes.

This report consists of five sections as follows: the first chapter introduces the current problems of the contents of Practical Arts and Technology & Home Economics education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria of estimating the relevance in a Korean Practical Arts and Technology & Home Economics educational context. The third chapter discusses the results of the curriculum and the textbook analyses and the outcome of the questionnaire. The fourth chapter proposes the directions and procedures for enhancing the degree of relevance in Practical Arts and Technology & Home Economics subjects of Korean primary and secondary schools. The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the curriculum and textbook analyses and the questionnaire.

The main findings of this research are as follows:

First, in the viewpoint of the content validity, a) some content areas of the Practical Arts subject were not valid in the areas 'computer is my friend', 'saving the spending money', 'making the utility things by sewing machine', and 'computer is my life', b) some content areas of the Technology & Home Economics subject were not valid in the areas 'basic drawings', 'computer and information processing', and 'resource management and environment'.

Second, in the viewpoint of the comparing content quantity of 7th National Curriculum, content area has the appropriate amount at the Practical Arts and Technology & Home Economics subjects.

Third, in the viewpoint of the content level, a) elementary school students had difficulty understanding content areas □electric and electronic products in daily life□, □making utility things by needle and thread□, □making utility things by sewing machine□, and □daily life and woodworking product□, b) middle and high school students difficult understand some content area of □basic drawings□, □understanding of machine□, □electric and electronic technology□, □energy and transportation technology□, and □design of home life□.

Fourth, in the viewpoint of the subject sequence, the content sequence of subject between Practical Arts and Technology & Home Economics was well arranged, but the sequence of subject names was inappropriate because of different subject names.

Fifth, Practical Arts and Technology & Home Economics contents should be selected and organized centering on real-life examples and situations to promote students□ understanding and interest in class, which will provide them with the experiences of authentic experiences.

Finally, when the curriculum revision of Practical Arts and Technology & Home Economics subject takes place, some contents areas will be needed to dramatically change, for example: □using of computer□, and □handling of sewing machine’.

It suggests that, a) the subject of Technology and Home Economics should be separated by the secondary school level, b) the textbook of Technology and Home Economics should be divided into other sections by the discipline area of Technology & Home Economics, c) the time allotment of elementary and secondary school level should be increased for students□ effective project working.



Analysis and Evaluation of the Relevance of Contents in Physical Education Subjects at Primary and Secondary Level

SEO Ji-Young

The purpose of this study is to investigate the current state of the contents of the Physical Education(PE) that are implemented for 3-10 grade students in Korea. This study consists of three main parts: First, this study tries to establish the definition of relevance and systematic criteria for estimation of relevance in a Korean educational context. Second, based on this definition and criteria, this study estimates the relevance of PE subject: the relevance of the 7th PE curriculum, textbooks written by the PE specialists and qualified by KICE according to the direction of the 7th National Curriculum, and PE classes conducted by the teachers who teach PE in primary, middle and high schools. We define relevance of educational contents as the relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students□ learning and teachers□ teaching. The content consists of three factors: the curriculum, textbooks, and classes in this study. Therefore, the objectives of this study are a) to investigate whether the curriculum, the textbooks, and the classes meet the objectives of the curriculum, b)

to decide whether the curriculum, the textbooks, and the classes are appropriate to the students and teachers.

To fulfill the purpose of the study, we, a) analyzed the 7th National PE Curriculum of Korea, Californian PE standards, the national PE curriculum of China, Japanese National PE Curriculum, and current Korean PE textbooks, b) conducted a nationwide survey to gather opinions from students, teachers, and PE specialists about the relevance of the PE curriculum, textbooks, and classes.

This report consists of five chapters. The first chapter examines the current issues and problems of the PE contents at the primary, middle, and high school level. It also presents the objectives and the research framework of this study. The second chapter introduces the definition of content relevance and systematic criteria for the estimation of content relevance in Korean educational context. The third chapter discusses the results of the curriculum and textbook analyses and the survey. The fourth chapter suggests how to enhance the degree of relevance in the primary and secondary school PE subject. The fifth chapter summarizes the findings of the study and proposes some suggestions of the PE curriculum and textbooks based on the results of the curriculum and textbook analyses and the survey.

The main findings of this research suggest as follows:

First, the number of PE topics presented at each level should be reduced or the content organization of PE should be changed.

Second, for constructing the contents, various objectives should be considered, not only for psychomotor skill.

Third, a built hierarchy of PE contents is needed.

Finally, the PE contents should be constructed with an emphasized pedagogical approach, not sports events.



Analysis and Evaluation of the Relevance of Contents in Music Subjects at Primary and Secondary Level

LEE Kyung-Eon

The purpose of this study is to investigate the current state of the contents of Music education that are implemented for 3-10 grade students in Korea. This study consists of three main parts: First, it tries to establish the definition of relevance and systematic criteria for evaluation of relevance in Korean educational context. Second, based on this definition and criteria, this study evaluates the relevance of the Music subject: the relevance of the 7th Music curriculum, textbooks written by the Music education specialists and qualified by KICE according to the direction of the 7th National Curriculum, and Music classes conducted by the teachers who teach Music in primary, middle and high schools. We define relevance of educational contents as the relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students' learning and teachers' teaching. The contents consist of three factors: the curriculum, textbooks, and classes in this study. Therefore, the objectives of this study are, a) to investigate whether the curriculum, the textbooks, and the classes

meet the objectives of the curriculum, b) to decide whether the curriculum, the textbooks, and the classes are appropriate for the students and teachers.

To satisfy the purpose of the study, it conducted, a) the analyses of the 7th national Music curriculum, current Music textbooks, b) a nationwide questionnaire to get opinions from students, teachers, and specialists on the relevance of the Music curriculum, textbooks, and classes.

This study consists of five sections as follows: the first chapter introduces the current problems of the contents of Music education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria of evaluating the relevance in a Music education context. The third chapter discusses the results of the curriculum and textbook analyses and the outcome of the questionnaire. The fourth chapter proposes the direction and procedures of enhancing the degree of relevance in Music subjects of Korean primary and secondary school contexts. The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the curriculum and textbook analyses and the questionnaire.

It suggests that, a) the necessity of an objective criteria for evaluation of relevance, b) the necessity of various study methods for relevance, c) the investigation of context and descriptive methods of curriculum in connection with articulation and sequence, d) the investigation of capacity for instruction in connection with quantity and level of contents, e) the discussion of the objectives of Music education.



Analysis and Evaluation of the Relevance of Contents in Art Subjects at Primary and Secondary Level

PARK So-Young

This study aims to analyze and assess the content optimization of the 7th National Curriculum of the Arts education textbooks, and suggest ways for its optimization. For this purpose, this study was devised to establish the assessment standards by clarifying the concept of the content optimization of the Arts education. It analyzed and assessed the optimization by utilizing this clarified concept, and eventually seeks ways to optimize the contents of Arts education. Methodologically, this study combined literature research in which curriculum development-related reports, studies on the optimization of the contents of education, dissertations, and the domestic as well as foreign curriculums. Textbook contents were analyzed, a with wide-ranges questionnaire surveys of teachers, students, and experts, teacher interviews, and seminars.

Chapter 1 shows the overall study planning with regard to the purpose and necessity of such study, the contents of the study, and the methodology.

In chapter 2, the concept of the content optimization of education and the assessment standards were explored. The concept of the content optimization of education was clarified through the term analysis. The usage of the term's meanings in previous studies was looked into, and the term's subject-specific meanings were explored. Also, the process and methods of the optimization of the contents of education based on our National Curriculum were probed, and the changes in the

optimization discourses in time with the changes in our curriculums were observed. Then, assessment standards for the content optimization of education were derived based on the above observations, and the limitations of the standards used in this study were explained. Regarding the contents of the Arts education, previously conducted relevance-related researches were analyzed, and the assessment standards for the content optimization of arts education were compared with general standards, thereby establishing such standards for the contents as appropriateness, amount, level, and connectivity.

In chapter 3, the content optimization of Arts education was analyzed based on the assessment standards established in chapter 2. First, the contents of the curriculums of five countries including the USA, Britain, Japan, Taiwan, and Australia and the contents of our curriculum were compared and analyzed with the focus on the subjects and methods of expression, materials and tools of expression, plastic elements and principles, objects and points of appreciation, and the history of Art. In case of art textbooks, the contents of the textbooks of Japan were analyzed and compared with ours as they have similar structures. The viewpoints of analysis were again the subjects and methods of expression, materials and tools of expression, plastic elements and principles, objects and points of appreciation, and art histories. In addition, the results of the questionnaire surveys of the students, teachers, and experts concerning the amount, level, validity, and articulation of study were analyzed.

In chapter 4, the comparison-analysis of the curriculums and textbooks and the results of the surveys of the students, teachers, and the experts dealt with in chapter 3 were comprehensively summarized, analyzed, and evaluated in terms of the amount, level, validity, and articulation i.e. the four assessment standards for the content optimization of Arts education.



In the conclusion of chapter 5, a comprehensive summary of the discussions indicated in chapter 3 regarding the amount, level, validity, and articulation - the assessment standards for the content relevance of the Arts education- was presented. Also, the reasons why the optimization was not yet accomplished were explored and the solutions were suggested. Furthermore, what needs that have to be examined hereafter based on this study was suggested as proposals.

The following is the summary of the results of this study:

First, it was assessed that the amount of study in Arts education was appropriate on the whole. More specifically, it was found that except for the area of expression, the areas of aesthetic experience, theoretical study, appreciation, and art history had less amount of study. In case of expressional activity, the teachers were able to control the amount of study through selection of activities, while in the case of other areas, they felt that what was suggested in the textbooks was insufficient. Therefore, it is necessary that the contents of study for aesthetic experience, theoretical study, appreciation, and art history be complemented.

Second, the level of the contents of Arts education was deemed to be generally appropriate.

Third, in regard to the validity of the contents of Arts education, the interest levels of the students, the needs of society, the direction of arts education, and the reflection of fundamental study areas were examined, and it was found to be generally positive in the case of primary school. However, in the case of secondary school, opinions were divided between the teachers and the experts. The response of the experts was on the whole positive, while the teachers who directly instructed the students in the field assessed it as just average. The lowered interest in Arts on the students part due to the decrease in the number of Art classes was mentioned as

a reason. Also, it was pointed out that the interest of the students in today's various Art areas is not being satisfied. Therefore, it is necessary to identify the areas of Arts that the students are interested in and reflect that in the contents.

Fourth, in relation to the articulation of the contents of arts education, the contents of primary school education were evaluated to be well structured. The level of the study contents got higher in terms of both the range and depth. On the other hand, the contents of secondary school education were assessed to be average, and the students pointed out that what they had learned in middle school was no different from what they learned in the high school. The teachers indicated that in the case of middle school, each grade repeats learning in the same types of Arts rather than learning differentiated contents, and that the same contents are taught again in high school. Therefore, it is required to develop textbooks with varied structures that correspond to the curriculums of each grade or area-specific textbooks, and differentiate the contents of textbooks.

Analysis and Evaluation of the Relevance of Contents in English Subjects at Primary and Secondary Level

LEE Eui-Kap / JIN Kyung-Ae

The purpose of this study is to investigate the current state of the contents of English education that are implemented for 3-10 grade students in Korea. This study consists of three main parts: First, this study tries to establish the definition of



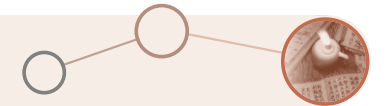
relevance and systematic criteria for estimation of relevance in Korean educational context. Second, based on this definition and criteria, this study estimates the relevance of English subject: the relevance of the 7th English curriculum, textbooks written by the English education specialists and qualified by KICE according to the guidelines of the 7th National Curriculum, and English classes conducted by the teachers who teach English in primary, middle and high schools. We define relevance of educational contents as the relevant amount of contents with relevant difficulty for the students. It means that this study tries to investigate whether the quantity of the contents is relevant for the students, whether the difficulty of the contents is relevant for the students, and whether the contents are sequential for the students from elementary to high school levels, and whether the objectives of the curriculum are appropriate for the students □ learning and teachers □ teaching. The contents consist of three factors: the curriculum, textbooks, and classes in this study. Therefore, the objectives of this study are, a) to investigate whether the curriculum, the textbooks, and the classes meet the objectives of the curriculum, b) to decide whether the curriculum, the textbooks, and the classes are appropriate for students and teachers.

To satisfy the purpose of the study, it conducted, a) the analyses of the 7th National English curriculum, current English textbooks, and English textbooks written under the guidelines of the 6th curriculum, and English text books that are currently used in Japan, b) a nationwide questionnaire to get opinions from students, teachers, and specialists on the relevance of the English curriculum, textbooks, and classes.

This study consists of five sections as follows: the first chapter introduces the current problems of the contents of English education in primary, middle, and high schools. It also presents the objectives and the structure of this study. The second chapter introduces the concepts of relevance in a general educational situation and presents the criteria of estimating the relevance in a Korean EFL context. The third chapter discusses the results of the curriculum and textbook analyses and the outcomes of the

questionnaire. The fourth chapter proposes the directions and procedures of enhancing the degree of relevance in English subjects in Korean primary and secondary school context. The fifth chapter summarizes the findings of the study and proposes some suggestions from the results of the curriculum and textbook analyses and the questionnaire.

It suggests that, a) the objectives of the English subject be separated by the school level, b) the curriculum, the textbook and the class be differentiated by the level of the students, c) to enhance students' motivation on English subject, the amount of reading and listening comprehension be increased and extended, on the other hand, activities in the textbook be diminished under the present condition of the classrooms.



A Study on the 7th National Curriculum Implementation at the Secondary Schools Level

SUNG Kyung-He / KIM Pyeong-Gook
JO Yong-Gi / LEE Myung-Joon
CHOE Seung-Hyun / CHUNG Eun-Young
IMM Chan-Binn / YOU Jeong-Ae
LEE Kyung-Eon / PARK So-Young
SEOL Kyu-Joo (Gyeongin National University of Education)
PARK Heung-Joon (Unchun Middle School) / SHIN Jin-A

With a new mandate to reform school education in Korea, a new school curriculum (called the 7th National Curriculum) was introduced in schools in 2000.

A prime intention of the new 7th National Curriculum is to promote and foster the development of the students' creativity, moral sensitivity and a commitment to life-long learning in order to prepare them for a knowledge-based, life-long learning society. To meet such challenges and demands, the new curriculum takes a strong stance for a "Student-Centered Curriculum", whereby the abilities and aptitudes of the students are respected and various supportive measures to meet their needs are provided. Also, it takes a firm stance to be flexible enough in operating and being managed at the school level.

With specific objectives, the 7th National Curriculum is now in operation. At the early stage of its implementation, it is important and necessary to undertake studies that examine closely various aspects of curriculum implementation in schools in order to facilitate necessary help in time and/or to correct it when and where it is needed.

This study looked into the procedures of and the status of the implementation of