

English Abstract

In different countries around the world with different educational background, the concept of activity curriculum has been accepted affirmatively. Although this concept is implicitly rooted in the Macau educational system for a long time, there are remarkable discrepancies in terms of recognition and interpretation among many schools. In this study, the present situation of activity curriculum in Macau is explored, and this is compared with the theoretical understanding and related concepts used around the world. Recommendation is made on the way forward in developing activity curriculum in Macau.

The subjects of this study include three parties: school administrators, government officials and students. Both quantitative questionnaires and qualitative interviews are used.

Mail questionnaires were delivered to 42 secondary school heads with 18 returned. Results show that activity curriculum forms an essential part in their curriculum, and it fits into the spirit of activity curriculum innately and theoretically. But activity curriculum has not been subsumed in usual curriculum; some schools even do not have any concrete plans for it. In Macau, there are differences between activity curriculum and usual academic curriculum, and this can be reflected by the active students' participation. Further, most activities involve cooperative learning of both teachers and students. Assessments emphasize the learning process instead of any outcome as in usual curriculum. No evidence indicates that students joining such activities will affect their academic performance. On the contrary, since it can encourage students to concentrate in more healthy activities, it can consume students' in a better direction rather than games without educational values. Schools welcome government's policy of just offering help but not interfering.

There are six secondary schools agreed to participate into students' questionnaires, making up a total sample size of 1,322 student subjects. Results show that students generally put 'interest' in their first priority for reasons to participate. They want to have more freedom to select their favorites, and to act more independently according to their free will. The majority of their parents show their appreciation for their children to take part in it.

In personal interviews, Mr Chang Chi Meng, the Head of Youth Department, Education and Youth Affairs Bureau and Mr Wong, the Director of Macao Chong

Wa Student Association were interviewed. They claimed that Macau government plays an assistant and supportive role in activity curriculum. The government offers possible aids in providing space, capital and manpower. Organizations in Macau also give a big hand to activity curriculum. It not only provides the students with a spacious environment to play but also a precious chance to get familiar with the society.

Based on data collected, literature reviewed, observations made and conclusions drawn, the following suggestions are made. In terms of educational administration, it is suggested to build up an good environment and culture for learning, to proceed a systematic training for teachers, to design interesting and diversified activities which encourage students' self-learning through trial-and-error. In terms of assessments, it is hope that multiple assessment tools can be used to emphasize processes rather than outcomes.

The consolidation of activity curriculum plays an important role in the educational system. The government should ascertain and promote this concept and gather the strength from non-governmental organizations so as to provide more room and resources in the implementation of activity curriculum.

Keyword: Activity curriculum, exploratory research