

PRESS RELEASE

Title of the project: An Analysis of the Views of Various Sectors on the Mathematics Curriculum

Team members: Dr. Ngai-Ying Wong (principal investigator), CUHK; Dr. Chi-Chung Lam, CUHK; Dr. Frederick Koon-Shing Leung, HKU; Dr. Ida Ah-Chee Mok, HKU; Mr. Ka-Ming Wong, CUHK.

Introduction:

- The project started in April 1998 and is completed in June 1999.
- This project is commissioned by the Education Department.
- Surveys were conducted on students, parents, teachers, university lecturers, curriculum planners and human resources personnel in the commercial sector.
- Student questionnaire: 8988 students from P.3, P.6, S.3, S.4 and S.6 with 95% return rate.
- Student interview: 60 students.
- Parent questionnaire: 6453 parents of students from P.3, P.6 and S.3.
- Interview with university lecturers: 18 lecturers from 9 departments.
- Interview with human resources personnel from 5 enterprises.
- Interview with 5 curriculum planners.
- Teacher questionnaire: 379 primary and 289 secondary mathematics teachers, with 82% return rate.
- Teacher interview: 14 primary and 20 secondary mathematics teachers.
- **Conclusion:**
 - Students and parents showed high regard on mathematics.
 - Different stakeholders held a positive view on the mathematics curriculum.
 - Mathematics education should address a wider objective. Higher order thinking should be addressed and teaching should provoke student thinking.
 - Interest of students has to be maintained.
 - The curriculum should be re-designed with epistemological and pedagogical considerations so as to strengthen thinking and conceptual understanding.
 - Individual difference has to be addressed including curriculum differentiation at senior secondary level.
 - The idea of core and extended curriculum is worth further explorations.
 - Continuation at all levels should also be secured. Teachers at various learning stages should have knowledge of the curriculum of other learning stages.
 - Assessment and examination pressure should be carefully handled.

Wong, N.Y., Lam, C.C., Leung, F.K.S., Mok, I.A.C., & Wong, K.M.

- Teacher is the key person to curriculum reform and s/he needs guidance and support on various issues including use of information technology, enhancement of process abilities and curriculum tailoring.
- Pre-service and in-service teacher education should be strengthened.
- Collegiate exchange in the circle should be promoted.
- Different stake-holders should be well-informed of the future curriculum change to gain the supports.
- Workload of teachers should be carefully considered.