

## Learning-Oriented School Education: Indicator Construction and Taiwan's Implementation Performance

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**Abstract :** The present study's purpose is twofold: first, to construct indicators for learning-oriented school education and, second, to conduct a survey to examine how learning-oriented education has been implemented in junior high schools after the launch of the 12-year compulsory curriculum. For indicator system construction, we compiled relevant literature to develop a preliminary indicator list model and then conducted two rounds of a questionnaire survey to gain comprehensive feedback from experts to finalize our indicator model. In the survey's first round, 12 experts were invited to evaluate the indicators' appropriateness. Based on the experts' consensus, we determined our final indicator list and used it to develop the Fuzzy Delphi questionnaire to finalize the indicator system and each indicator's relative value. For the fact-finding survey, we collected 454 valid samples to examine how the concept of learning-oriented education is adopted and implemented in the junior high school context. We also used this data in our importance-performance analysis to explore the strengths and weaknesses of school education in Taiwan. The results suggest that the indicator system for learning-oriented school education must consist of seven dimensions and 34 indicators. Among the seven dimensions, 'student learning' and 'curriculum planning and implementation' are the most important yet underperforming dimensions that need immediate improvement. We anticipate that the indicator system will be a useful tool for other countries' evaluation of schools' performance in learning-oriented education.

**Keywords :** learning-oriented education, school education, fuzzy Delphi method, importance-performance analysis

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