

CDC COMMITTEE ON TECHNOLOGY EDUCATION (2003-2005)

Gist of the 17th Meeting on 24 June 2004

- The positioning of Technology Education in the New Senior Secondary Curriculum, and its relation to the local and global contexts was introduced and discussed.
- The revised draft consultation documents of each elective subject were discussed with regard to the rationale, design principles, curriculum aims & framework, learning & teaching as well as support measures. The highlights were as follows:
 - Business, Accounting and Financial Studies (BAFS)
 - Members agreed that there should be a balance between the breadth and depth of the topics covered in BAFS
 - Members supported the plan for organizing Teacher Development Programmes to prepare teachers with the necessary knowledge on the new elements
 - Members agreed to have a variety of modules to cater for different needs and interests of students as long as clear guidelines are provided for schools or students on how to select related modules
 - Design and Applied Technology (DAT)
 - Some Members suggested names like ‘Design Technology’ or ‘Design and Technology’ could be considered as the name of this elective subject
 - The term “portfolio” should be defined more specifically in the context of DAT
 - Justifications would be needed for allocating 40% of the lesson time to course work and a higher percentage of School-based Assessment
 - Health Management and Social Care (HMSC)
 - The document could be further refined to align with terminologies used in other elective subjects for consistency purpose
 - Home Economics (HEc)
 - A Member suggested that this Elective Subject could be renamed as ‘Life Style and Well Being’ to avoid conventional stereotyped connotation on Home Economics
 - Some of the curriculum aims could be refined to be more specific with consideration to both sociological and psychological aspects
 - Information and Communication Technology (ICT)
 - A flexible curriculum framework would be desirable to keep pace with the fast changing technology

- Emphasis of the curriculum design would be put on more generic learning outcomes and problem solving skills rather than the factual contents
- The Career Oriented Curriculum, COC, was designed to complement the mainstream curriculum and provide a greater variety of options to cater for the diverse needs of students in terms of their aptitudes and abilities.