Korean Educational Development Institute

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Extant Research and the Policy concerning Core Academic Competency : Korea's Preparation for the Knowledge-Based Society

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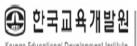




Nation's New Task is • To heighten the basic capacity and general competency of all citizens

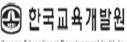
• To enhance the quality of her human resources through various systematic mechanism

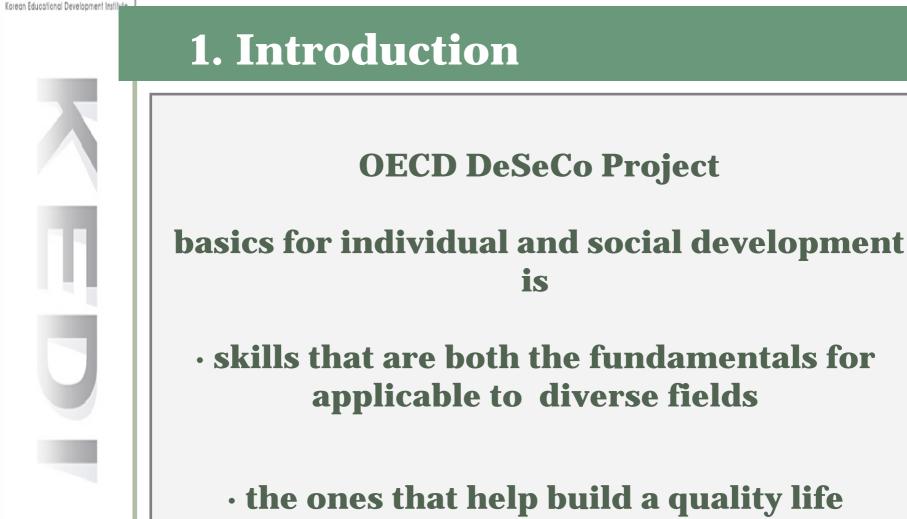
to define the competency factors required of the citizens to diagnose their level to manage and raise the competency



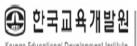
Useful Knowledge include

 the general knowledge
 skills that are both the fundamentals for, applicable to diverse fields





in individual, social, and economic senses

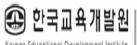


OECD DeSeCo Project

Key Competency

 to interact among heterogeneous social groups,
 to act autonomously

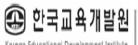
 to utilize tools in a interactively (language, numbers, and information)



OECD PISA

to examine whether or not the students ready for the productive role in a society

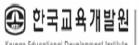
• basic literacy, or the key competencies necessary for adult life, needed for real life



Korea conducted

 research projects searching for the key competencies and raising them through education

 national policy such as restructuring school curriculum necessary for adult life, needed for real life



Research

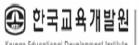
- to clarify the factors for the key competencies
- to develop the instruments
 for diagnosing key competencies
 - to restructure curriculum



1) Research on Clarifying Key Competency and Developing Instrument

> • Chung, Bom-Mo(2000) thinking ability, creative ability, information management ability, curiosity and intrinsic motivation

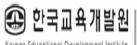
 Kang, Sun-hee, Shin, Beom-seok(2002)
 communication ability, information literacy, teamwork, self-directed ability, problem-solving ability and 3R's



1) Research on Clarifying Key Competency and Developing Instrument

KEDI(2002, 2003, 2004)

"research on determining the standard for competencies at national level and the quality control measures for the learning system



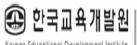
1) Research on Clarifying Key Competency and Developing Instrument

You, Hyun-Sook et al. (2002)

basic literacy, key competency, citizenship, job-related ability

Kim, Anna et al(2003), Lee, Seok-jae et al(2003)

key competency : leadership, communication, problem-solving ability, self-directed learning



1) Research on Clarifying Key Competency and Developing Instrument

Kim, Anna et al(2003), Lee, Seok-jae et al(2003)

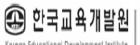
a diagnostic instrument to assess the abilities at different learning stages such as elementary, secondary, and college student



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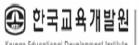
2. Research Trend

	sub-factors for each ability
communi cation	interpretive ability, role-performing ability, self- presenting ability, goal-setting ability, and message- transforming ability
Problem- solving	problem clarification, causal analysis, alternative development, planning/execution, and performance-based assessment
self- directed learning	planning learning, executing learning, and evaluating learning
Leadersh ip	goal-attaining ability, re-creating ability, leadership, human relations ability, and goal-orientedness



2) Research on Researching Curriculum Huh, kyung-chul et al. (2000)

Flexible attitude and creativity can be at the central stage of change in the knowledge-based society, rather than the functional human being with high adaptability to the existing society,



2) Research on Researching Curriculum

So, Gyeong-hee et al. (2001)

the intellectual creativity that breaches common sense and the existing frameworks and are equipped with professionalism in one's specialized field



2. Research Trend

	directions in constructing the curriculum
Educa- tional- Goal	\$1) from pursuing excellence for the few to pursuing excellence for all
	2) from the uniform education to the education stressing diversity, such as talent, career, and aptitude
	\$3) Strengthening character education
Educa- tional- contents Educa- tional- method	1) the education for elementary function and expanding the scope of the elementary function
	2) Strengthening the ability related to vocation
	3) Strengthening self-directed learning ability
	4) integrated subject
	1) the education that takes into account individual differences
	2) active construction of knowledge
	3) Stressing cooperative learning and team learning
	4) Active incorporation of the ICT approach



The 7th Curriculum

To raise the autonomous and creative Korean citizens

common basic curriculum for citizens and the student choice-centered curriculum differentiated curriculum Increasing free activities optimizing learning quantity and adjusting difficulty level establishing the curriculum evaluation system raising creativity and information skills



common basic curriculum for citizens and the student choice-centered curriculum

10 years from 1st and 10th
 general choice, enriched choice

differentiated curriculum

- level-based type
 - enrichment-supplementary type
 - subject choice type



Increasing free activities

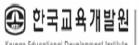
pan-curricular free activity hours for raising self-directed learning ability

optimizing learning quantity and adjusting difficulty level

minimum requirement
adjusted scope and level
decreased number of required subjects



- The spirit is to raise the key competencies To enhance self-directed learning ability To enable seeking excellence in education
 - But not successful in its implementation
- Because of level-specific curriculum evaluation and not connected to college entrance procedure



4. Open Education

- started in Korea at a private elementary school in 1986 as an innovative classroom teaching method.
 - an integrated, autonomy-seeking education
 flexible curricular and learning group organization
- educational method suitable for raising creativity and self-directed learning ability



4. Open Education

 since 1997, government has made it nation-wide implemented in a uniform and government-directed way

> imposed uniform manner Time and space
> Over-crowded classroom

 even identified as the main culprit that has made lowering student basic achievement level



5. Plan of MEHRD in 2005

- at the levels of elementary and secondary school to provide the opportunity to raise the key competencies
- and to provide the opportunity

to receive the same education

to all regardless of their socioeconomic status.



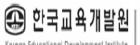
5. Plan of MEHRD in 2005

• all citizens are to receive maximal support for acquiring the basic abilities needed for social life,

 elementary school students are to be supported to acquire proper character,

 secondary school students are to be supported to acquire the key competencies necessary for social life,

the number of the students
lagging behind the elementary achievement level
(3.2 percent for reading, 3.8 percent for writing, and 5.2 percent for elementary mathematics) to beneath one percent of the total student



5. Plan of MEHRD in 2005

STRATEGIES

 Strengthen education for the key competencies and the self-regulated problem-solving ability,
 by setting up the standard for the basic achievement level at the national scale and boosting the support for those who do not reach the set standard.

- Transform the subject-centered curriculum into the competency-based curriculum.
- Create a module for managing the curriculum and make the management flexible

 Strengthen the experience-centered character education and democratic citizenship education





6. Direction for the National Policy

- Developing various instrument to measure key competency for different levels
- Reducing the contents of education, abolishing the barriers among different subjects,
 - and restructuring curriculum
- Enriching extracurricular activities
- Improving learning method
- Recovering the right to teach
- Improving College Entrance Examination System

Thank you for Your attention!

