

Korean Educational Development Institute



KEDI Envisions a World-class National Center for
Educational Policy Research

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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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1. Introduction

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

1. Introduction

Useful Knowledge include

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

1. Introduction

OECD DeSeCo Project

**basics for individual and social development
is**

- **skills that are both the fundamentals for
applicable to diverse fields**
- **the ones that help build a quality life
in individual, social , and economic senses**

1. Introduction

OECD DeSeCo Project

Key Competency

- to interact among heterogeneous social groups,
 - to act autonomously
- to utilize tools in a interactively (language, numbers, and information)

1. Introduction

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**

1. Introduction

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**

2. Research Trend

Research

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

2. Research Trend

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

2. Research Trend

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**

2. Research Trend

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**

2. Research Trend

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**

2. Research Trend

	sub-factors for each ability
communi cation	<ul style="list-style-type: none"> interpretive ability, role-performing ability, self-presenting ability, goal-setting ability, and message-transforming ability
Problem- solving	<ul style="list-style-type: none"> problem clarification, causal analysis, alternative development, planning/execution, and performance-based assessment
self- directed learning	<ul style="list-style-type: none"> planning learning, executing learning, and evaluating learning
Leadersh ip	<ul style="list-style-type: none"> goal-attaining ability, re-creating ability, leadership, human relations ability, and goal-orientedness

2. Research Trend

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 Trend

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
Educational-Goal	<ul style="list-style-type: none"> ❁ 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
Educational-contents	<ul style="list-style-type: none"> ❁ 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
Educational-method	<ul style="list-style-type: none"> ❁ 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

3. National Curriculum

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**

3. National Curriculum

**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

3. National Curriculum

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

3. National Curriculum

- **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!**



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