

# A Briefing on the Macro Issues about Curricular Activities

CASIO Skill-up Seminar

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# Macro Issues

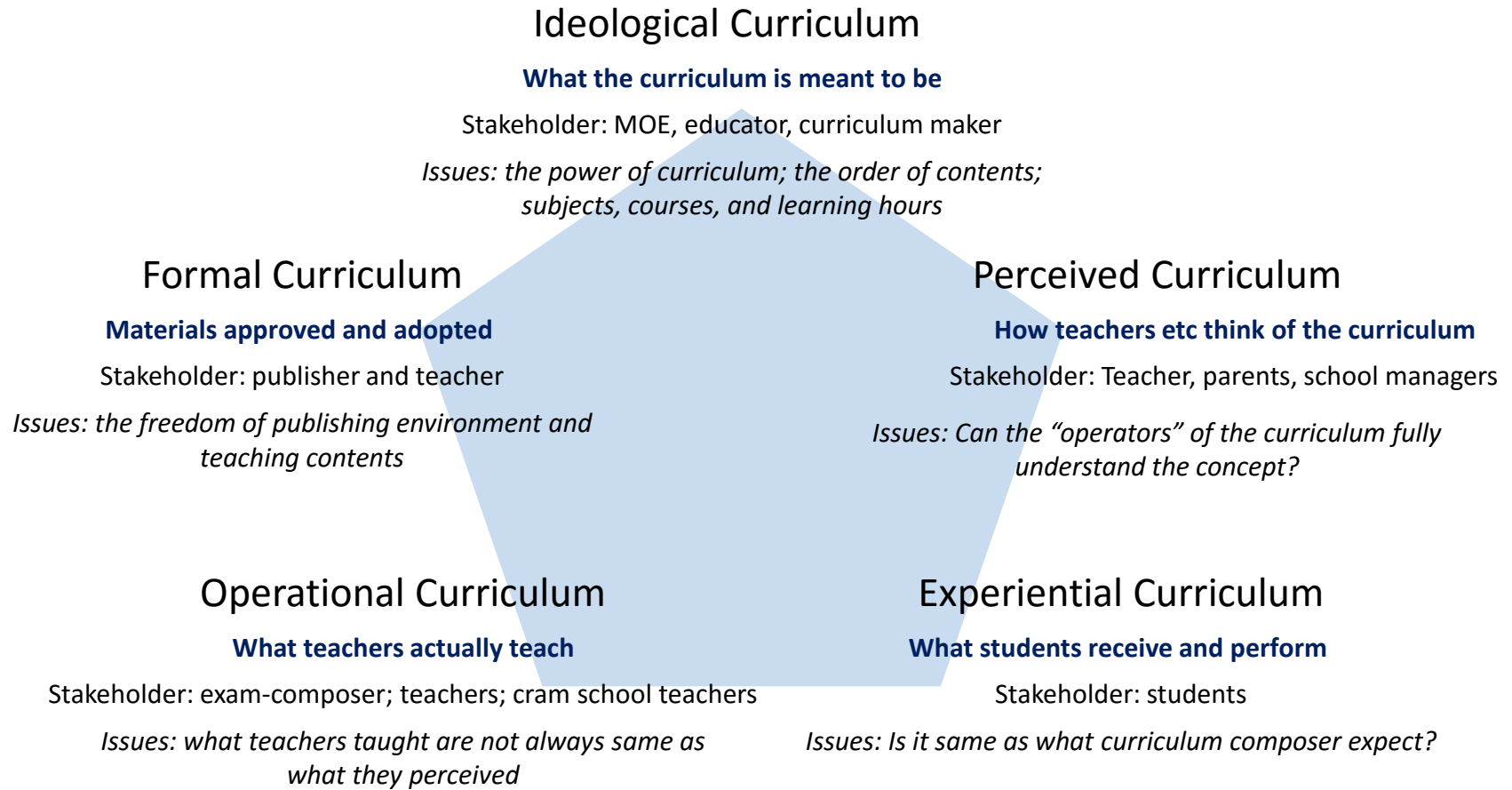
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- Curriculum Types
  - A Classification by John Goodlad
- Evaluation Types
  - For Students
  - For Teachers
- Teachers Promotion System

# A Classification of 5 Curriculums

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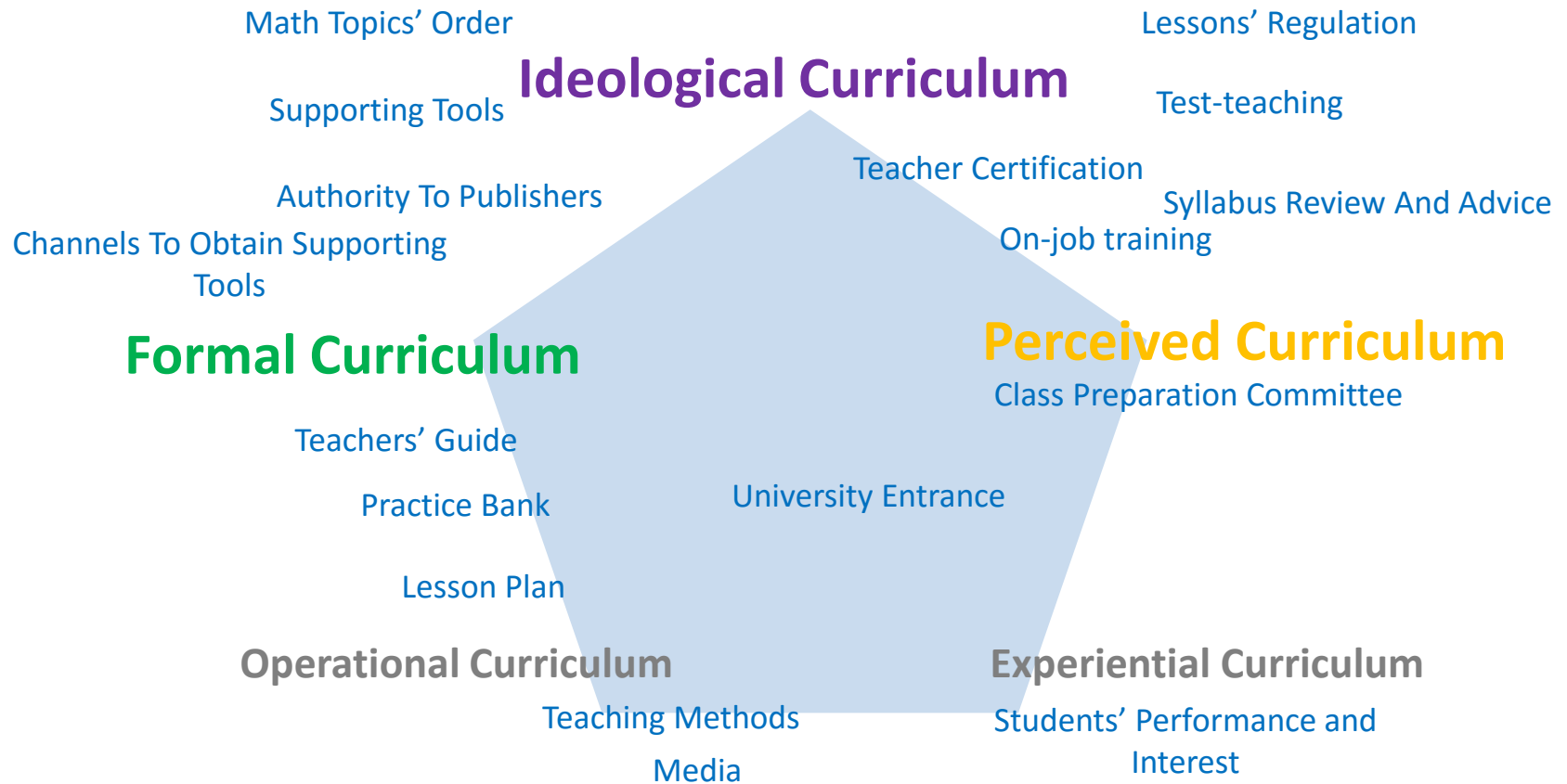
To help us getting organized.  
Brief descriptions and stakeholders.



# We Focus Mainly on the Upper 3

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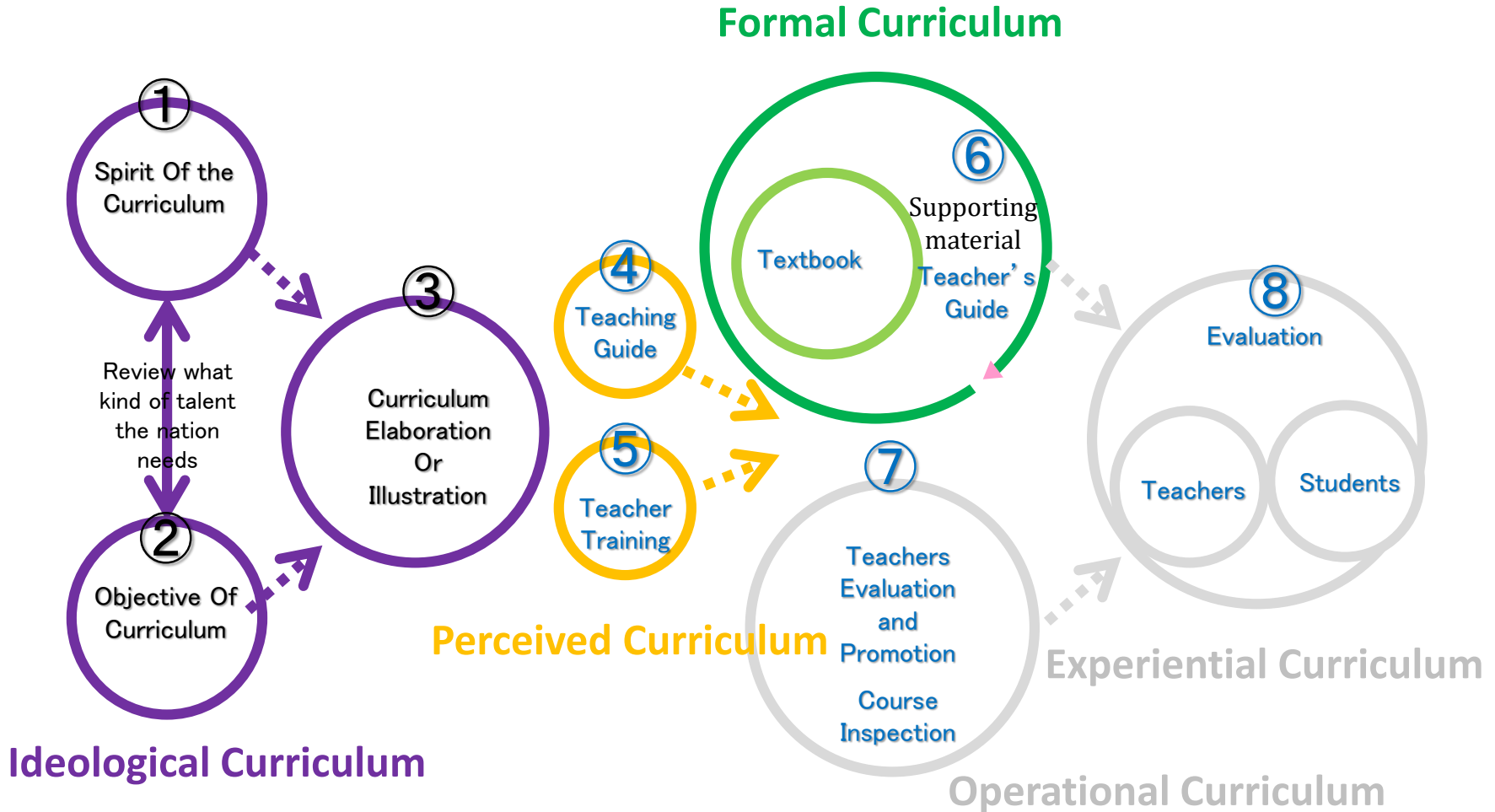
However, each aspect is correlated with others. This framework helps with reviewing issues from main stakeholders' perspectives.



# A Flow Chart of the Implementation of Curriculum

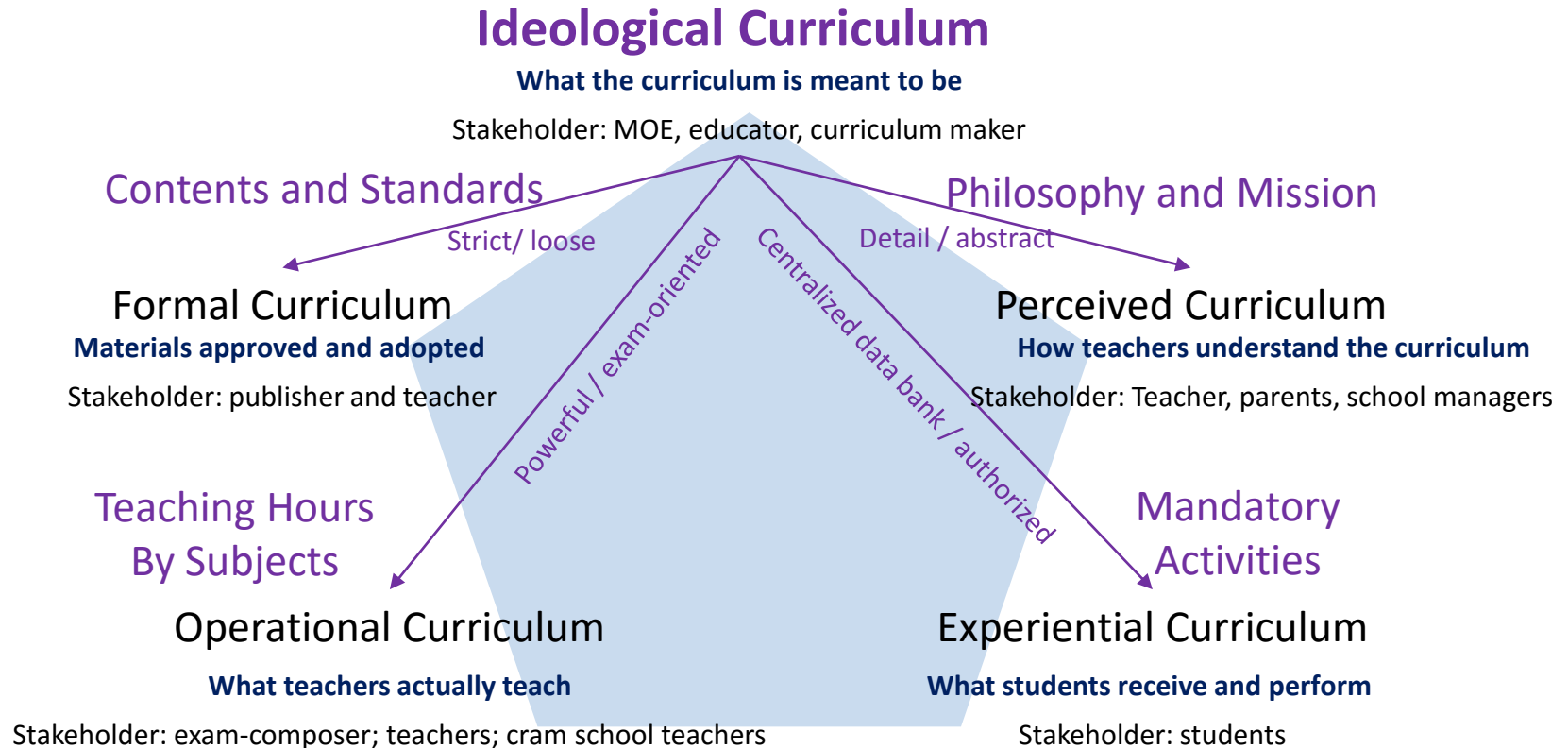
Most countries should have most of the components. Participants are invited to analyze the system in your own location.

Curriculum Flow Chart – Chung-Yi Chang

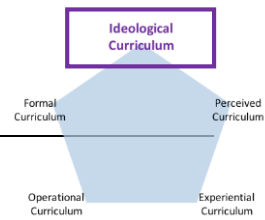


# Ideological Curriculum. A Legal Document?

National Curriculum for All and for Subjects. Philosophy and Mission. Contents, expected performance, elaboration and illustration on disciplines and issues.



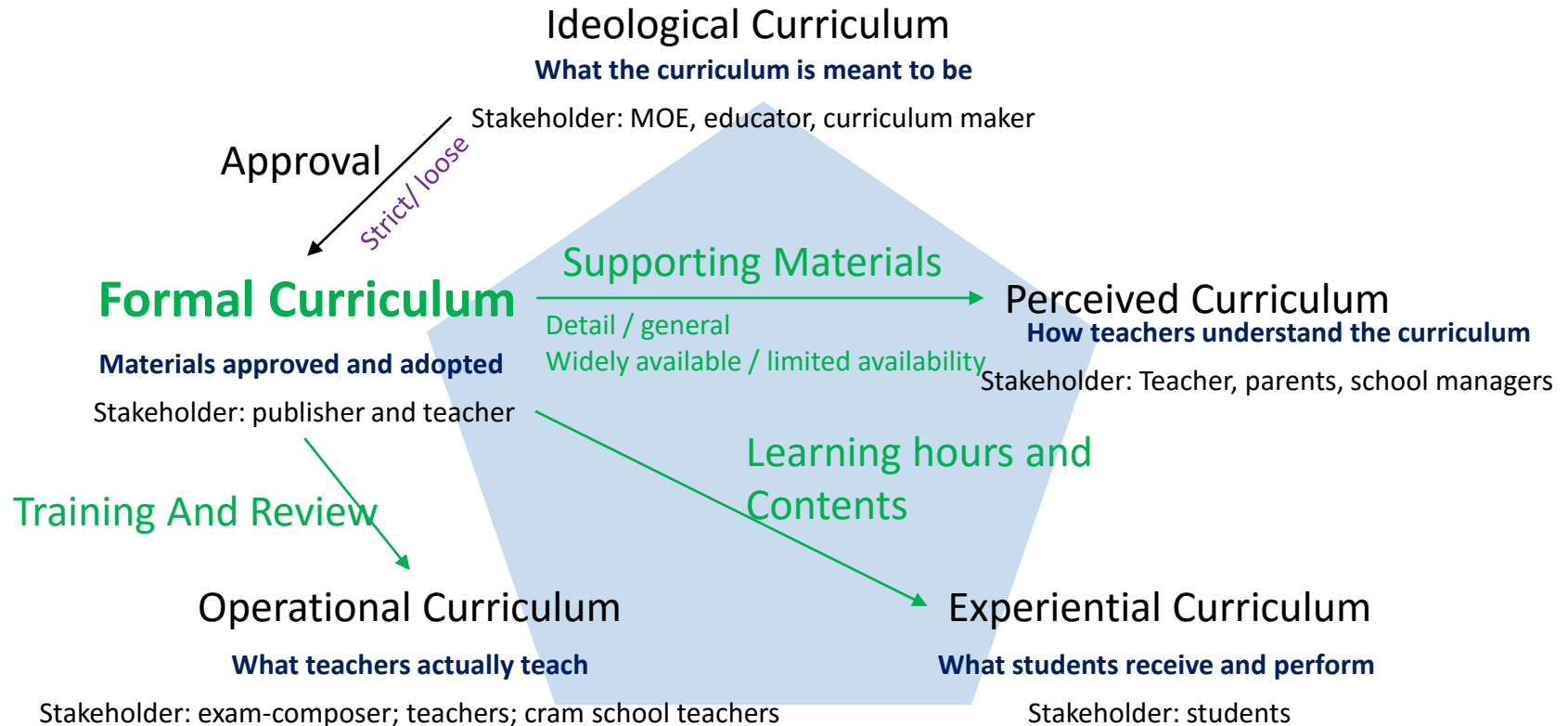
# Ideological Curriculum. Parts and Levels.



		Strict				
Power Receiver		None	Loosely Arranged	Public schools only	All	
Objective		Follow the guideline of exams	Overall goals for 3-4 years	<ul style="list-style-type: none"> <li>A list of contents</li> <li>(and/ or) a list of description of performance</li> </ul>		
Details Of Content		Type1: General Math	<ul style="list-style-type: none"> <li>Specify topics shall be covered</li> <li>Materials and Devices</li> </ul>	<ul style="list-style-type: none"> <li>Specify topics in a sequence (like a table of contents in textbook)</li> </ul>	<ul style="list-style-type: none"> <li>A do's-and-don'ts list</li> </ul>	
		Type2: Math In Topics				
Elaborates		none	Within Curriculum Document		Appendix or Supplements	
Device / Calculator	Authority	none	Ideologically encouraged	Specifically recommended	Required By Topics	Regulated clearly about in-class and in-exam functionality
	Guide Tool		Suggestions Only		Partially mandatory	Who provide the budgets?
School Electives	Course	<ul style="list-style-type: none"> <li>Learning hours only</li> </ul>	<ul style="list-style-type: none"> <li>Learning hours by topics</li> </ul>	<ul style="list-style-type: none"> <li>National Required / Elective Courses</li> <li>School Required / Elective Courses</li> </ul>		
	Authority	Minimum regulation from MOE	<ul style="list-style-type: none"> <li>Supervised by school</li> <li>In-school peer-to-peer</li> </ul>	<ul style="list-style-type: none"> <li>Supervised by external authority</li> </ul>	<ul style="list-style-type: none"> <li>Consulted by colleges</li> </ul>	

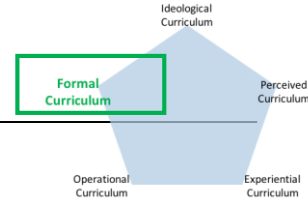
# Formal Curriculum: Materials Approved and Adopted

Textbooks. Peripheral Devices. Syllabus vs Lesson Plan.  
Tutorial Guides. Lecture Notes.





# Formal Curriculum



## Regarding Publishers.



Publisher

Textbook

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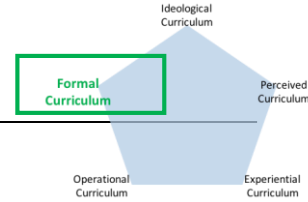
Devices

Tutorial Guides

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|---|---|---|
| <ul style="list-style-type: none"> <li>• Free to publish</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Only those Pass the Inspection can Publish</li> </ul>  | <ul style="list-style-type: none"> <li>• Only Authorized Organizations are Allowed</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>• Price Regulations</li> <li>• Folio size</li> <li>• Number of page</li> <li>• font size, color</li> </ul> |
| <ul style="list-style-type: none"> <li>• Selected by each instructor</li> </ul>                           | <ul style="list-style-type: none"> <li>• By school</li> </ul>   | <ul style="list-style-type: none"> <li>• By district</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>• One copy in whole nation</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>• Responsibility of parents</li> <li>• Responsibility of schools &gt;&gt; <b>Can textbook publishers provide them without extra charge?</b></li> <li>• Regulated by National Curriculum</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• Anyone can publish guides</li> </ul>                             | <ul style="list-style-type: none"> <li>• Only those Pass the Inspection can Publish</li> </ul>  | <ul style="list-style-type: none"> <li>• Only Authorized Organizations are Allowed</li> </ul>   |
|   |   | <ul style="list-style-type: none"> <li>• Price Regulations</li> <li>• Folio size</li> <li>• Number of page</li> <li>• font size, color</li> </ul> |
| <ul style="list-style-type: none"> <li>• Available in the retail channels (parents can get it)</li> </ul> | <ul style="list-style-type: none"> <li>• Free "gift" to teacherss</li> <li>• Optionally Acquired by Parents</li> <li>• Required by Teacher/School</li> </ul>  | <ul style="list-style-type: none"> <li>• Extra purchase made by schools</li> </ul>  |

# Formal Curriculum



## Regarding Teachers.



Teachers

Teachers	Syllabus	No special Request	<ul style="list-style-type: none"> <li>By each teacher</li> </ul>	<ul style="list-style-type: none"> <li>Organized by school</li> </ul>	<ul style="list-style-type: none"> <li>Aligned by the whole district</li> </ul>	<ul style="list-style-type: none"> <li>By district administrator</li> </ul>
	Lesson Plan		<ul style="list-style-type: none"> <li>Is It a common practice?</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily by individual teachers</li> </ul>	<ul style="list-style-type: none"> <li>Voluntarily by groups of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Inspected</li> </ul>
	Notes		<ul style="list-style-type: none"> <li>Encouraged/discouraged</li> </ul>	<ul style="list-style-type: none"> <li>Individual work /Group work</li> </ul>		
	Lesson Plan		<ul style="list-style-type: none"> <li>Any training available to the teaching preparation?</li> <li>Knowledge about teaching methods? (ie. Step-by-step plan including triggering questions with expectation to the anticipated reactions by students)</li> </ul>	<ul style="list-style-type: none"> <li>Goal/ objective oriented lesson plans</li> <li>Including the in-class assessments to evaluate the reactions (<b>Understanding by Design</b>)</li> </ul>		
Video	No special Request	<ul style="list-style-type: none"> <li>Encouraged/discouraged</li> </ul>	<ul style="list-style-type: none"> <li>Individual work /Group work</li> <li>Open/ limited right</li> </ul>	<ul style="list-style-type: none"> <li>Any credits?</li> </ul>		
Teaching Hours	Class hours	Teachers have right to lower/increase the learning hours	<ul style="list-style-type: none"> <li>Certain rules applicable to increase the class hours</li> </ul>	<ul style="list-style-type: none"> <li>Can teachers get extra pay?</li> <li>Paid by whom?</li> <li>Celling?</li> </ul>		
	Renormal			Remedial Teaching	<ul style="list-style-type: none"> <li>Will it have impacts on students' evaluation?</li> <li>Same teaching contents or not?</li> </ul>	

# Teaching Preparation. Syllabus and Lesson Plan.

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Syllabus: course plan for a semester/term.

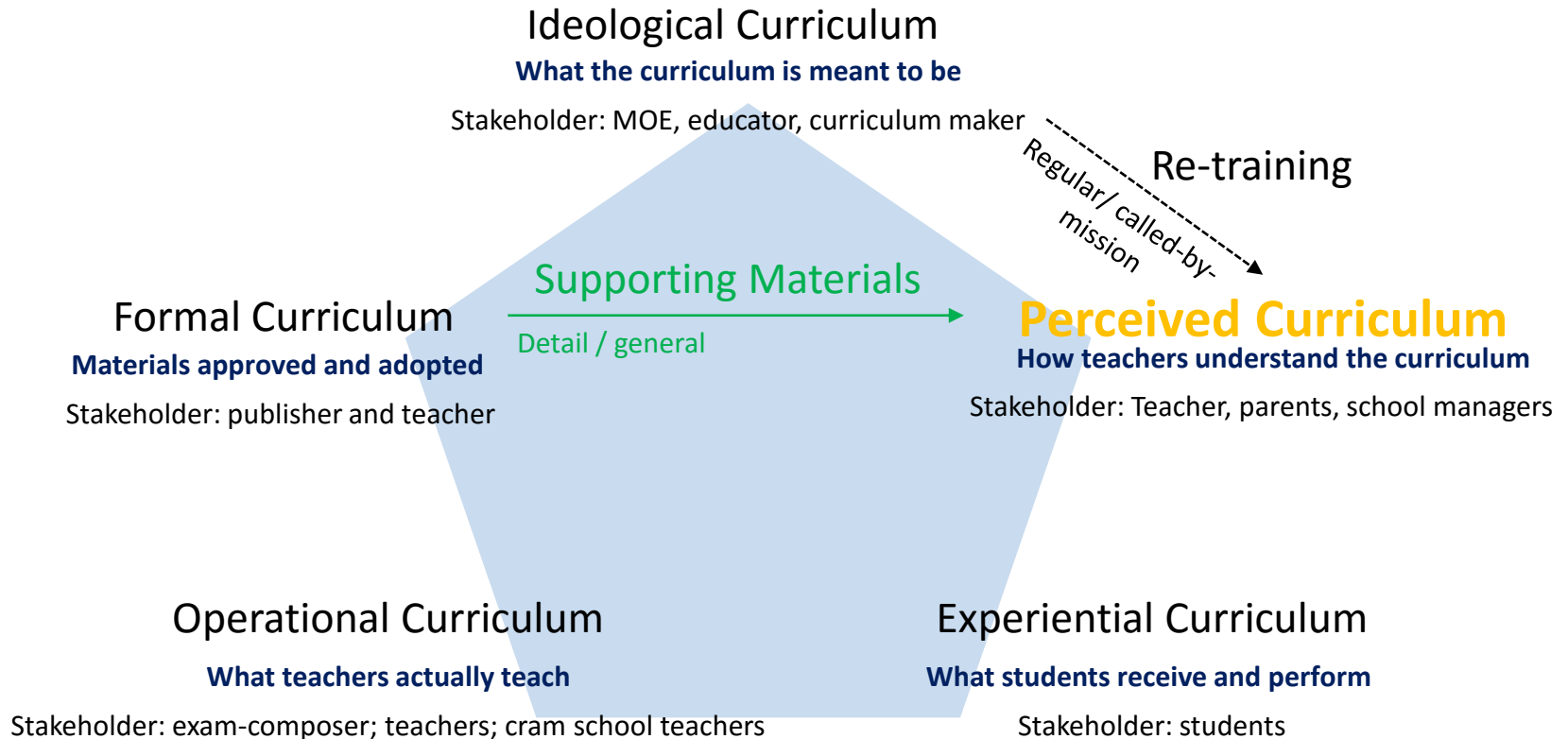
- Required or not.
- Provided by each teacher or Organized by school.
- Aligned in the whole district (concerned parents and cram schools).

Lesson Plan: teaching plan for a period (for instance 50 minutes).

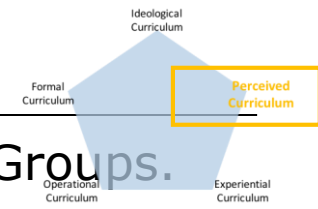
- Required or not.
- Voluntarily prepared by teachers or by groups of teachers.
- Is it a common practice at all?
- Are teachers trained for this?
- Come with different details:
  - a step-by-step lecture/activity plan,
  - a minute-by-minute plan,
  - a triggering question or inquiry with students' anticipated reactions and the teacher's responses,
  - come with an analysis of prerequisites and initial conditions,
  - come with a list of lesson goals with an intension to achieve it,
  - designed with assessments to evaluate the achievements (UbyD: Understanding by Design)?

# Perceived Curriculum. Teachers, parents, administrators

Materials and Activities to Help Teachers fully Understand the Philosophy, Mission, and Techniques of the Curriculum, such as On-job Training and Teachers Guides.



# Perceived Curriculum.



## Teachers Guide. Workshops and Short-Courses. Lesson-Study Groups.

### Resources Supportive

Materials	Teachers Guide	Not available	Source	<ul style="list-style-type: none"> <li>Free gift coming together with the textbook</li> <li>Selling respectively from textbook as an optional tool</li> <li>As a compulsory tool for teacher and taking extra inspects by authorities</li> </ul>
	Credibility		Content	<ul style="list-style-type: none"> <li>Solutions to exercise problems</li> <li>Footnotes including stories and essays related to the topics</li> <li>Extra practices</li> <li>Instruction to help teachers understand the curriculum</li> <li>Low (i.e. copy-paste information)</li> <li>High</li> </ul>

How teacher evaluate and why? Does it really help teachers to understand the curriculum?

Activities	Teacher Workshops	initiative	<ul style="list-style-type: none"> <li>By teacher</li> <li>By School</li> <li>3<sup>rd</sup> party Facilities (Like publishers, makers)</li> <li>By administrator (MOE)</li> <li>By supporting center (Teacher Association)</li> </ul>
	Re-training	Frequency	<ul style="list-style-type: none"> <li>Call-by-mission</li> <li>School- or District-Wide Class-Free Hours</li> <li>Regularly</li> <li><b>Availability of Post-training mutual supporting groups by peers?</b></li> </ul>

Peer Works	Lesson Study Groups	Not available	initiative	<ul style="list-style-type: none"> <li>By teachers</li> <li>By regions/ administrators</li> <li><b>A system to prepare, experiment, mutually evaluate lesson plans</b></li> <li><b>&gt;&gt; providing another perspectives</b></li> <li><b>A platform to publish and exchange idea</b></li> </ul>
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# Evaluation Types – For Students

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Tests taken in school.

- Quizzes.
  - Supposed to be the formative assessments which help teachers to diagnose the learning obstacles. But in reality they are seldom so.
  - Usually the authority of individual teachers, but sometimes given by segments or by cohorts.
  - Textbook publishers may provide the quiz questions.
  - May or may not contribute to final grades.
  - Mandatory to allow calculators or not.
- Comprehensive Exams.
  - Usually 2–4 times for a term/semester.
  - Usually summary assessments to determine the final grades and to rank the students.
  - The school/class rank may or may not be consulted by colleges for admission.
  - Textbook publishers may provide the exam items.
  - Mandatory to allow calculators or not.

# Evaluation Types – For Students

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Assessments taken outside of school (conceptually).

- National Statistical Evaluations.
  - For the policy making and checking purposes, should not be relevant to students' grades. For instance Taiwan Assessment of Student Achievement (TASA) given to 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders every three years.
  - Sort of an evaluation of the Experiential Curriculum.
  - Students' performance may or may not affect teachers or administrative staffs on schools, districts, or provinces.
  - Calculators allowed or not.

# Evaluation Types – For Students

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Assessments taken outside of school (conceptually).

- High-School Leaving Exams vs College Entrance Exams, and/or Advanced Disciplinary Exams
  - Obey the curriculum or not.
  - Required or Optional.
  - Given by a board or by individual (or allied) colleges.
  - One common sheet of items or several available choices.
  - Made from a standardized item bank or composed by a committee.
  - Norm-referenced (ranking students by grades) or criterion-referenced (labelling students by levels).
  - Distributed by a third-party agency or admitted by individual colleges.
  - Mandatory to allow calculators (on all or certain sheets) or not.



# Evaluation Types – For Teachers

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## Before job.

- Normal university or university/college with teacher training majors/programs.
- Educational vs disciplinary courses.
- Mandatory courses for current or up-coming issues.
- Internship or prentice: for how long and who are the mentors.
- Degree and/or certificate oriented.
- The process of job-matching.

## In-job.

- A certificate that is life-long or subject to expire after a given period of time.
- A tenured position or a fixed-term contract.
- Participation of lectures, workshops, re-training camps: mandatory or collecting points.
- Any kind of honorary/disgrace or award/punishment.
- An observation or investigation of the Operational Curriculum.

# Teachers Promotion System

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- Is there a hierarchy of the positions (like assistant, associate, and full professors)?
- Is salary determined by performance or seniority?
- How can a teacher lose the job?
- How can a teacher change schools?
- Are school teachers allowed to be a private tutor or to have part-time jobs (specifically for cram schools)?
- Are there school- or district- or nation-wide awards for distinguished teachers, and how they matter?
- Are administrative posts separated from or concurrent with the teachers?
- Are administrative works considered privileges or burdens?
- Are there forms of promotion other than the salary, for instance the right to select teaching hours or students?

# End of Briefing

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Questions and Comments?

Please participate the discussion and practice.