

A Briefing on the Macro Issues about Curricular Activities

CASIO Skill-up Seminar

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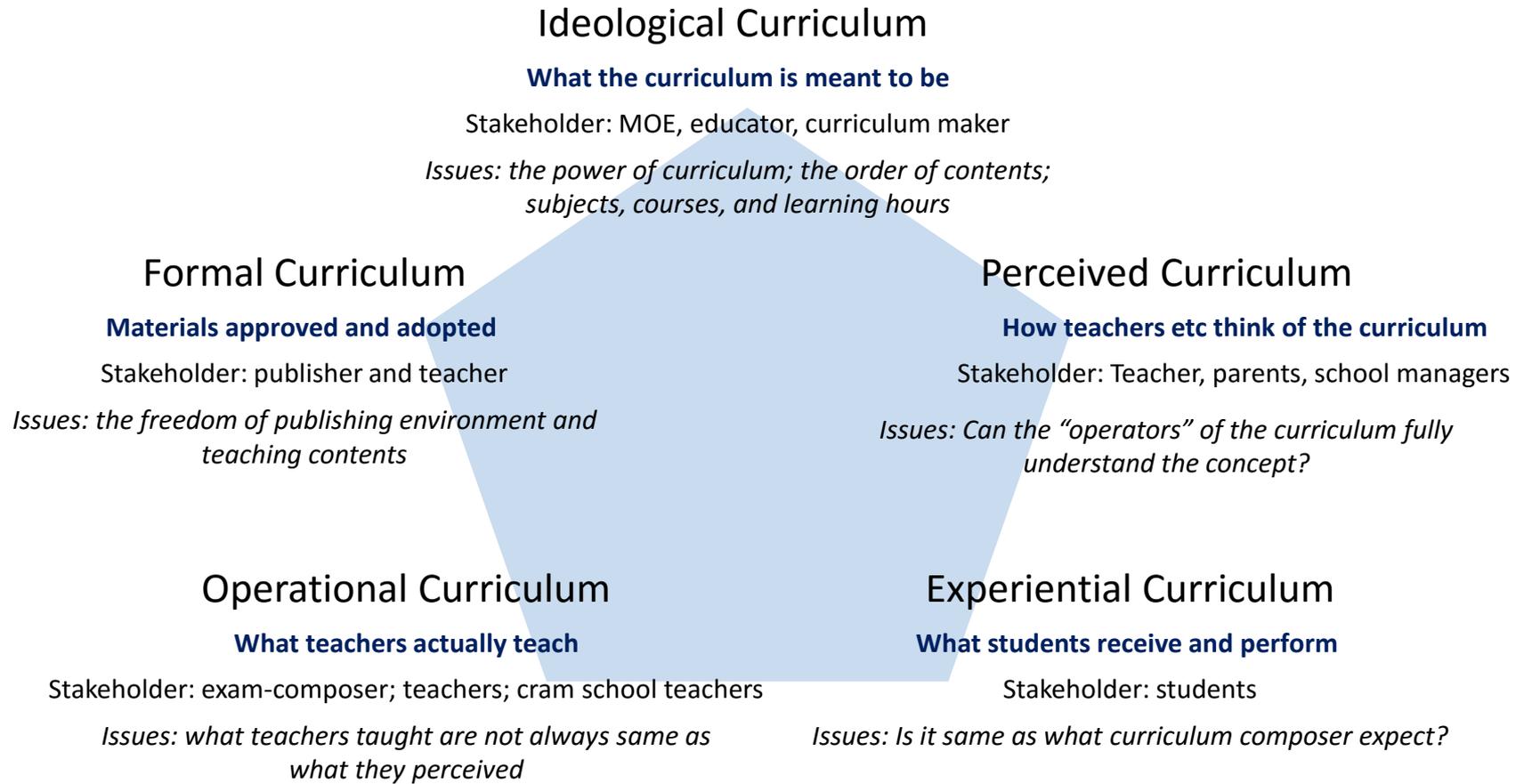
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Macro Issues

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

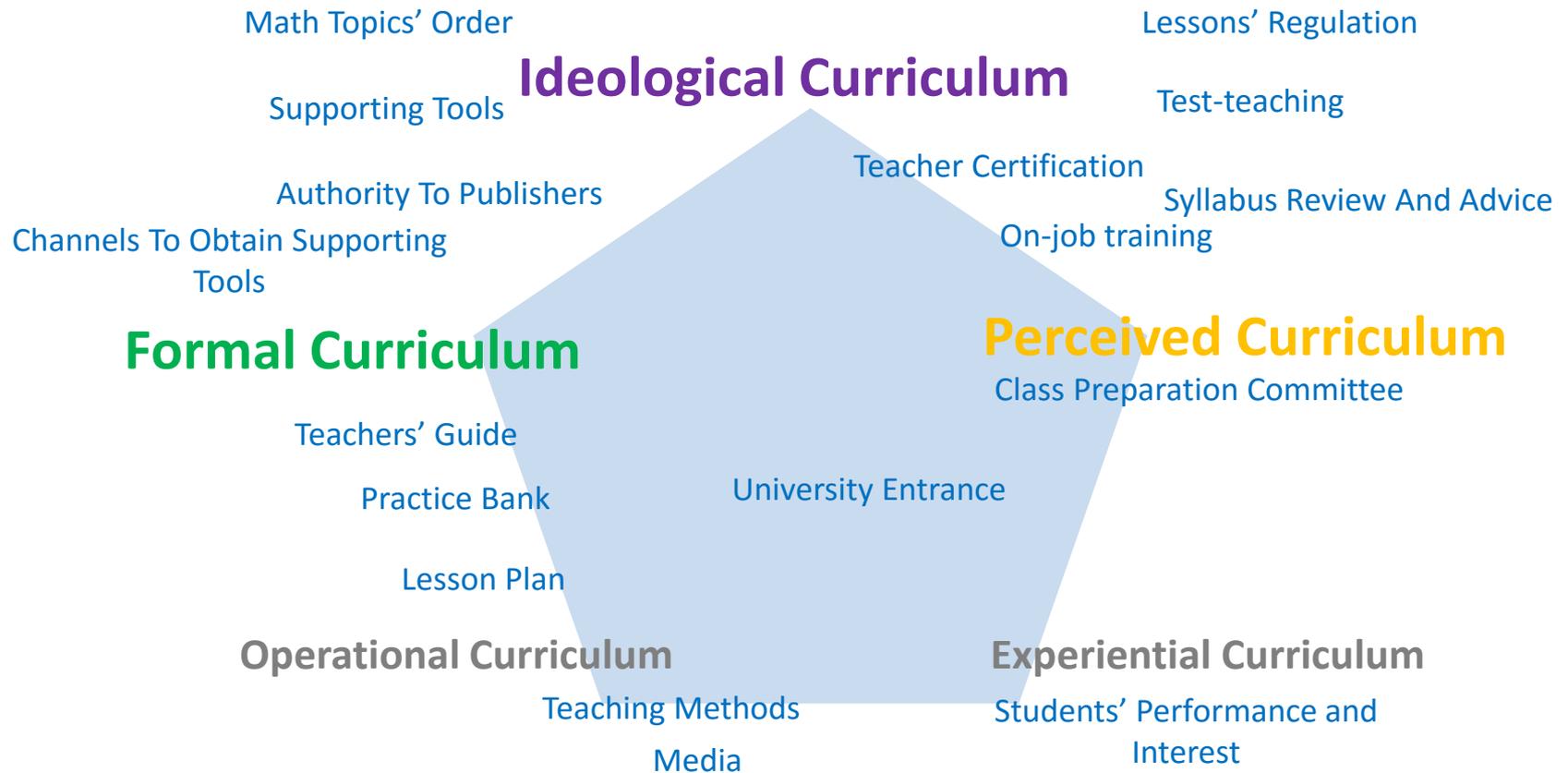
A Classification of 5 Curriculums

To help us getting organized.
Brief descriptions and stakeholders.



We Focus Mainly on the Upper 3

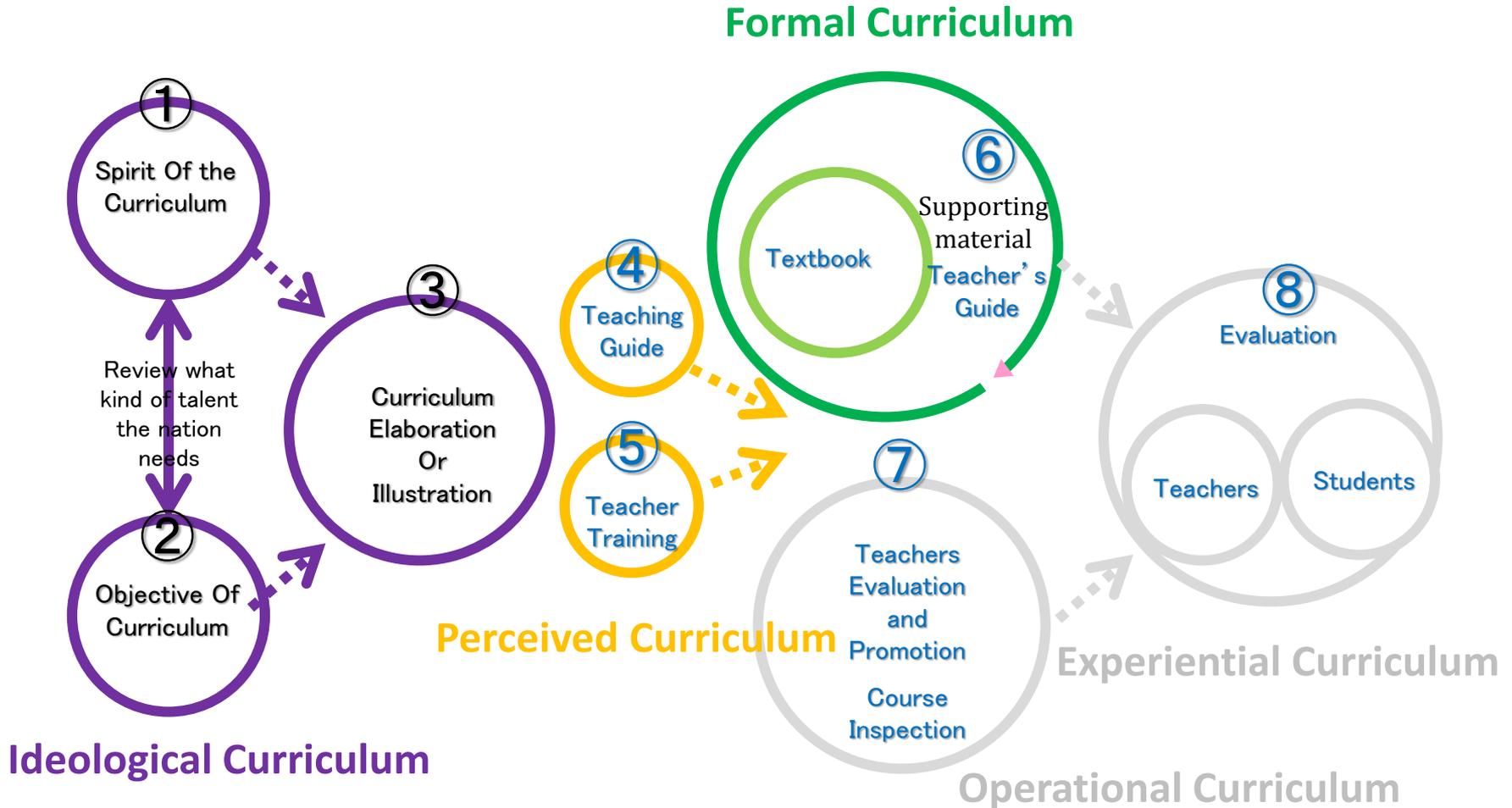
However, each aspect is correlated with others. This framework helps with reviewing issues from main stakeholders' perspectives.



A Flow Chart of the Implementation of Curriculum

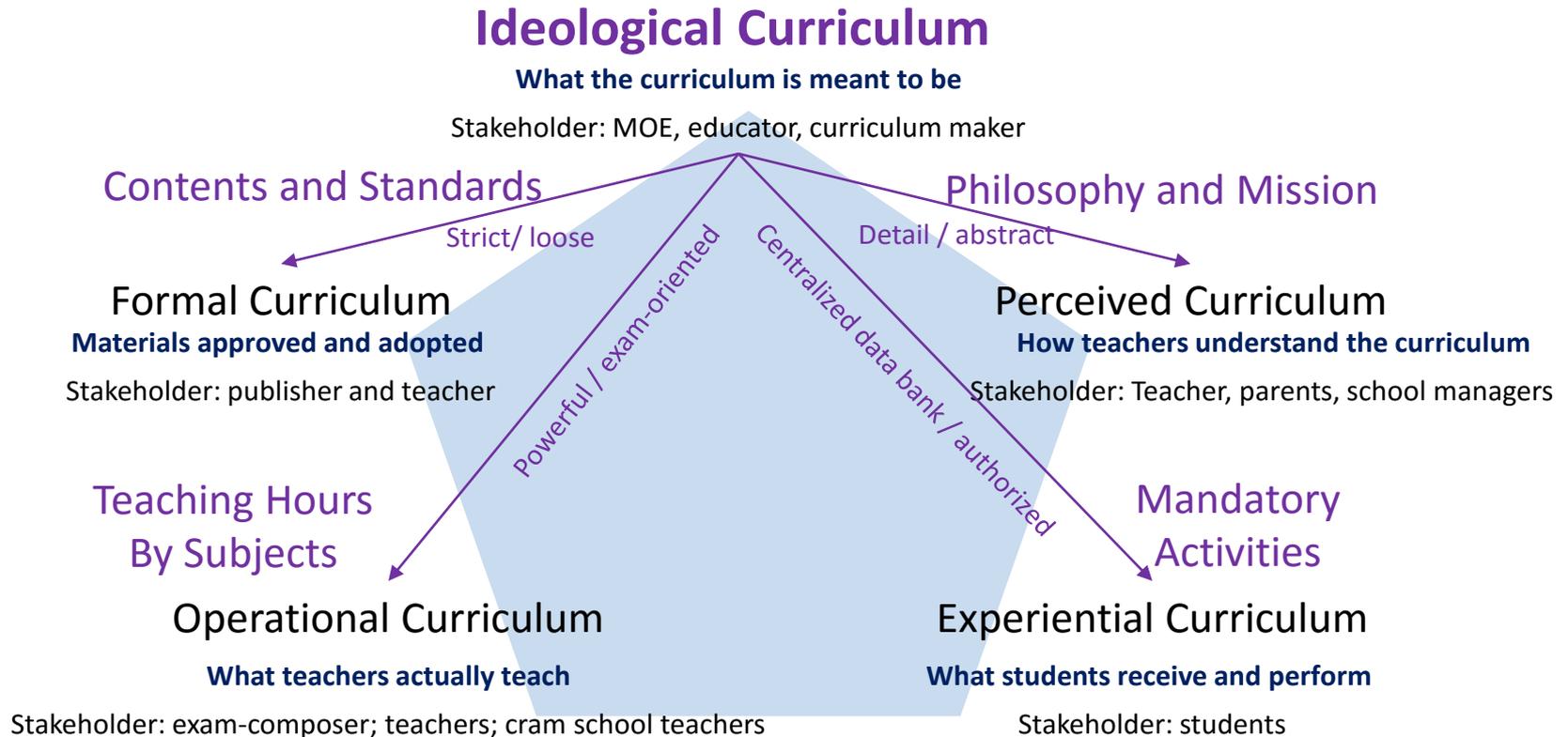
Most countries should have most of the components. Participants are invited to analyze the system in your own location.

Curriculum Flow Chart – Chung-Yi Chang

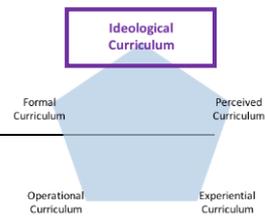


Ideological Curriculum. A Legal Document?

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



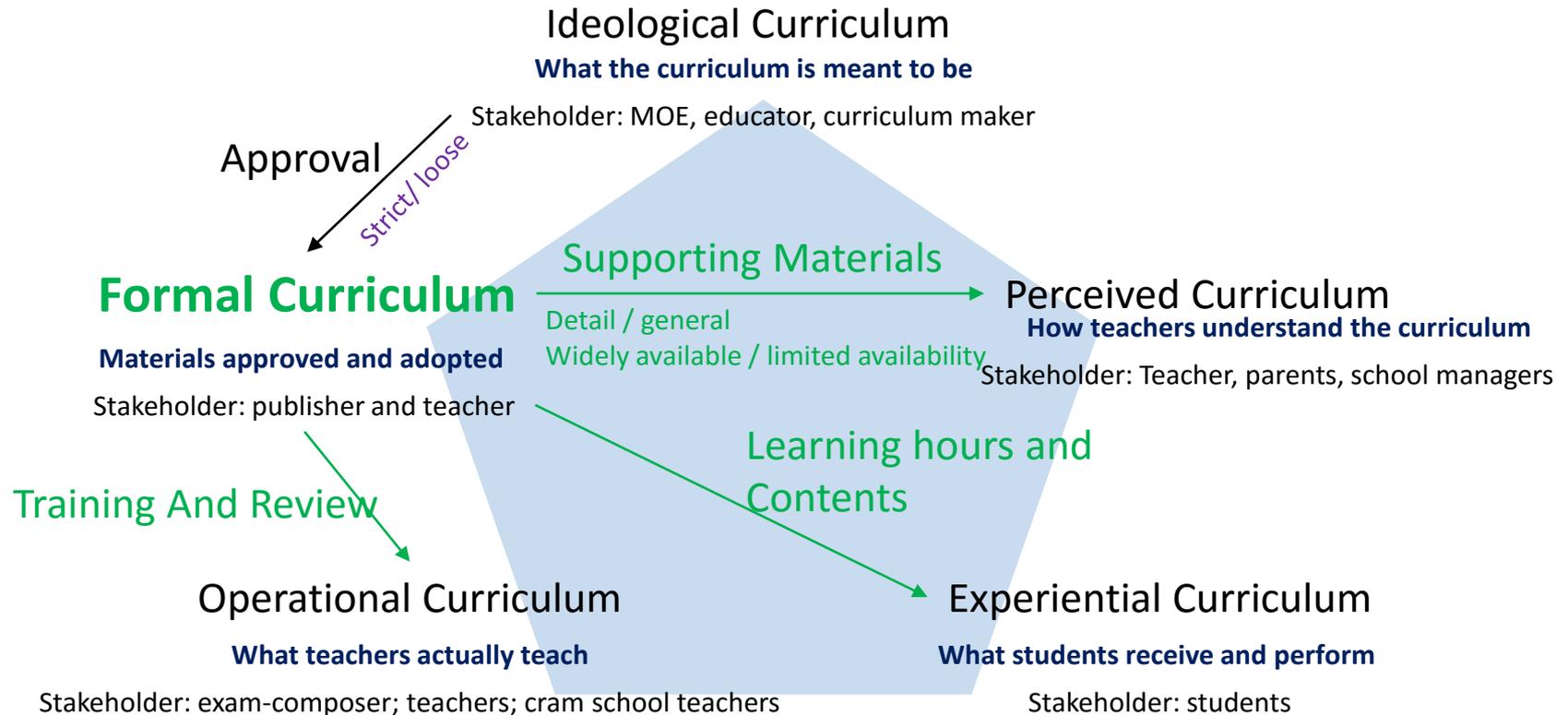
Ideological Curriculum. Parts and Levels.



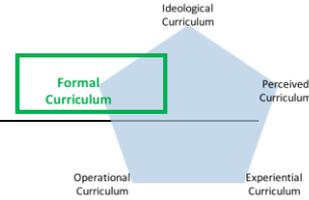
		Strict				
Power Receiver		None	Loosely Arranged	Public schools only	All	
Objective		Follow the guideline of exams	Overall goals for 3-4 years	<ul style="list-style-type: none"> A list of contents (and/ or) a list of description of performance 		
Details Of Content		Type1: General Math	<ul style="list-style-type: none"> Specify topics shall be covered Materials and Devices 	<ul style="list-style-type: none"> Specify topics in a sequence (like a table of contents in textbook) 	<ul style="list-style-type: none"> A do's-and-don'ts list 	
		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"> Learning hours only 	<ul style="list-style-type: none"> Learning hours by topics 	<ul style="list-style-type: none"> National Required / Elective Courses School Required / Elective Courses 		
	Authority	Minimum regulation from MOE	<ul style="list-style-type: none"> Supervised by school In-school peer-to-peer 	<ul style="list-style-type: none"> Supervised by external authority 	<ul style="list-style-type: none"> Consulted by colleges 	

Formal Curriculum: Materials Approved and Adopted

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



Formal Curriculum



Regarding Publishers.



Publisher

Textbook	developing
	delivering
Devices	
Tutorial Guides	developing
	delivering

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

Teaching Preparation. Syllabus and Lesson Plan.

Syllabus: course plan for a semester/term.

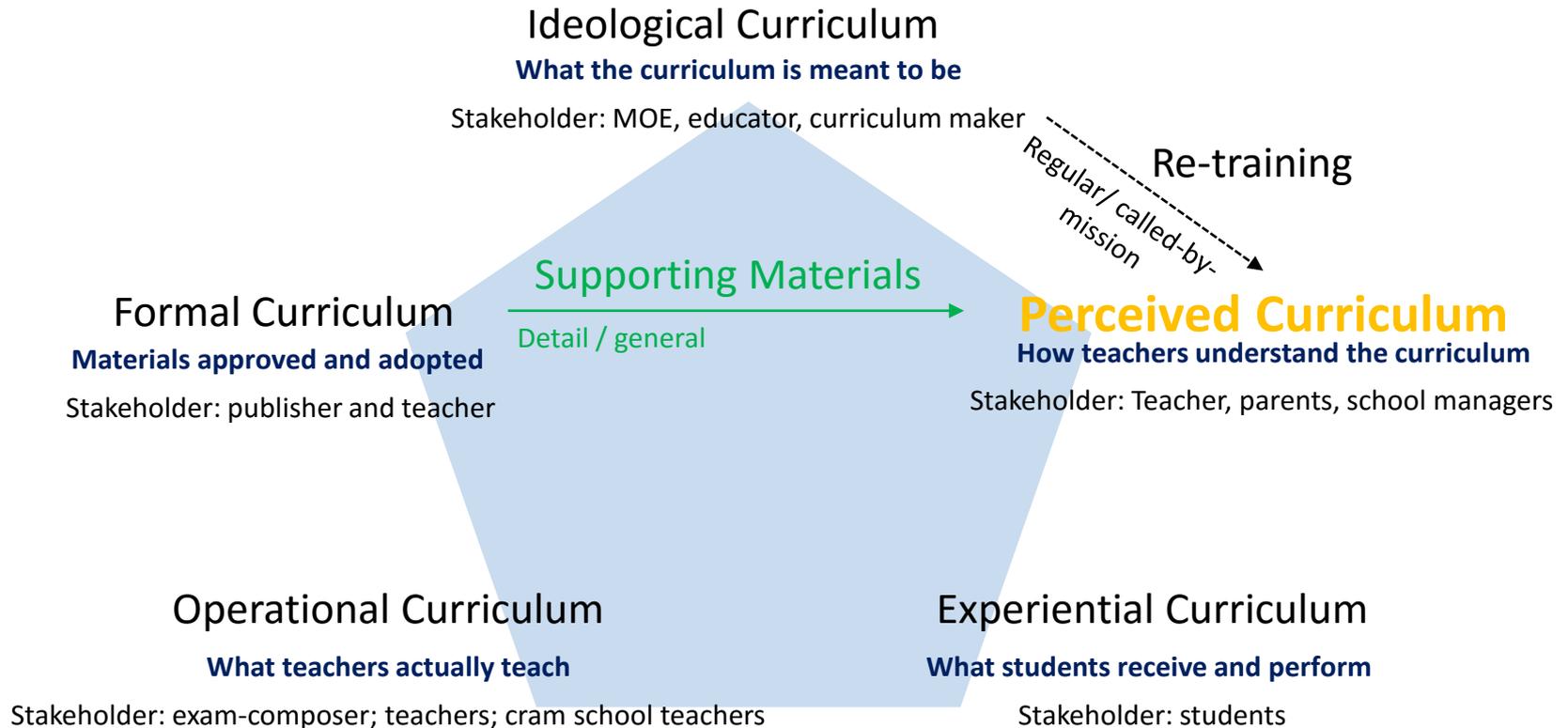
- Required or not.
- Provided by each teacher or Organized by school.
- Aligned in the whole district (concerned parents and cram schools).

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

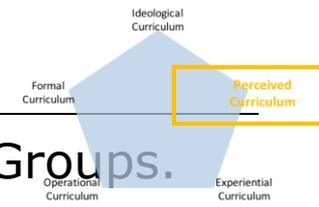
- Required or not.
- Voluntarily prepared by teachers or by groups of teachers.
- Is it a common practice at all?
- Are teachers trained for this?
- Come with different details:
 - a step-by-step lecture/activity plan,
 - a minute-by-minute plan,
 - a triggering question or inquiry with students' anticipated 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	Source	Content	Credibility
	Not available	<ul style="list-style-type: none"> Free gift coming together with the textbook 	<ul style="list-style-type: none"> Solutions to exercise problems 	<ul style="list-style-type: none"> Low (i.e. copy-paste information)
		<ul style="list-style-type: none"> Selling respectively from textbook as an optional tool 	<ul style="list-style-type: none"> Footnotes including stories and essays related to the topics Extra practices 	<ul style="list-style-type: none"> High
				<p style="color: orange;">How teacher evaluate and why? Does it really help teachers to understand the curriculum?</p>
Activities	Teacher Workshops	initiative	Frequency	initiative
		<ul style="list-style-type: none"> By teacher By School 	<ul style="list-style-type: none"> Call-by-mission School- or District-Wide Class-Free Hours 	<ul style="list-style-type: none"> 3rd party Facilities (Like publishers, makers) By administrator (MOE) By supporting center (Teacher Association)
				<ul style="list-style-type: none"> Regularly Availability of Post-training mutual supporting groups by peers?
				<ul style="list-style-type: none"> By School 3rd party Facilities (Like publishers, makers) By administrator (MOE) By supporting center (Teacher Association)
Peer Works	Lesson Study Groups	Not available		
			<ul style="list-style-type: none"> By teachers By regions/ administrators 	<ul style="list-style-type: none"> A system to prepare, experiment, mutually evaluate lesson plans >> providing another perspectives A platform to publish and exchange idea

Evaluation Types – For Students

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

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 5th, 8th, and 11th 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

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

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

- 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

Questions and Comments?

Please participate the discussion and practice.