

The Relevance of Creativity and Innovation : Korean Curriculum Revision Case

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What are skills requirements and the educational challenges of tomorrow?

Creativity and character can be
the answer.

What are creativity and character building education policies in Korea?

- National Curriculum Revision
- 'Excellent schools, Diverse curricula'
- STEAM initiative
- Autonomous and Advanced college admission

Précis of Creativity and Character building education

- (1) **For all the students,** not for the talented only
(Everybody counts.)
- (2) Within curriculum, Among curricula, and
With Creative activities
- (3) **Improving satisfaction** of all the school
community members-students, parents and
teachers via quality curriculum
- (4) Balanced and harmonious students' life in school

Issues of Creativity and Character building education in Korea

- (1) Direct or Indirect method of teaching creativity
- (2) Education intended for creativity vs. Creative results of quality education
- (3) Criteria of curriculum for creativity
- (4) Relation between Creativity and Character

Issue 1. Direct or Indirect method of teaching creativity

Direct method

- teaching the thinking skill directly
- for example: Brainstorming, Brainwriting, Synetics, PMI(Plus, Minus, & Interest), Mind Mapping, Attribute listing, Idea checklist, etc.

Issue 1. Direct or Indirect method of teaching creativity

Indirect method

- teaching the subject contents, learning creative skill consequently
- the subject contents that comprises creative thinking skills recommended
- for example: writing essays imagining the characters or story(in Language)

Issue 2. Education intended for creativity vs. Creative results of quality education

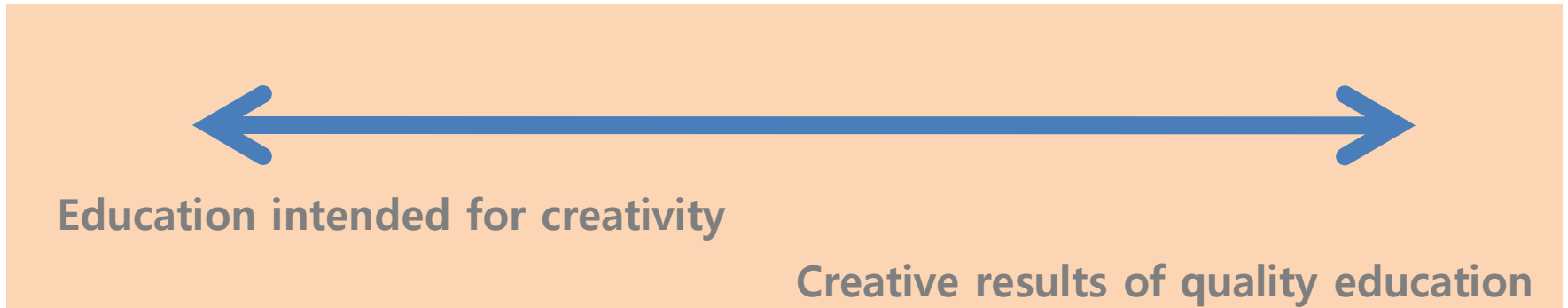


Figure. The continuum of education in creativity side

- Sometimes **education intended for creativity** is not creative, and the results of **quality education** are usually creative.

Issue 3. Criteria of curriculum for creativity

- In real world classroom, criteria of curriculum for creativity **can not be adapted exclusively.**

	creativity- passive method	creativity- active method
viewpoint	traditional, subject-centered	cognition-centered
epistemology	behaviorism, technology	constructivism
objective	being skilled	knowing
selecting and organization of contents	-principle: independent skill and knowledge, from part to whole, emphasis on basic skill -material: textbook and workbook	-principle: integrated and interdisciplinary skill and knowledge, from whole to part, emphasis on big concepts -material: primary sources of data, manipulative materials

Issue 3. Criteria of curriculum for creativity

	creativity- passive method	creativity- active method
selecting an d organizati on of conte nts	<p>-instruction strategy: descriptive, delivery of knowle dge, monitoiring and modifyin g the student's reaction</p> <p>-students activities: fixed curriculum</p> <p>-space: fixed seat in classroom</p> <p>-time for creativity: separately during the instruction/less flex ible</p>	<p>-instruction strategy: interactional, enviro nments for students, monitoring stude nt's viewpoints for their presenting thei r own</p> <p>-students activities: more questions in studying</p> <p>-space: freely in and out of classroom</p> <p>-time for creativity: during the instructi on all the time/more flexible</p>

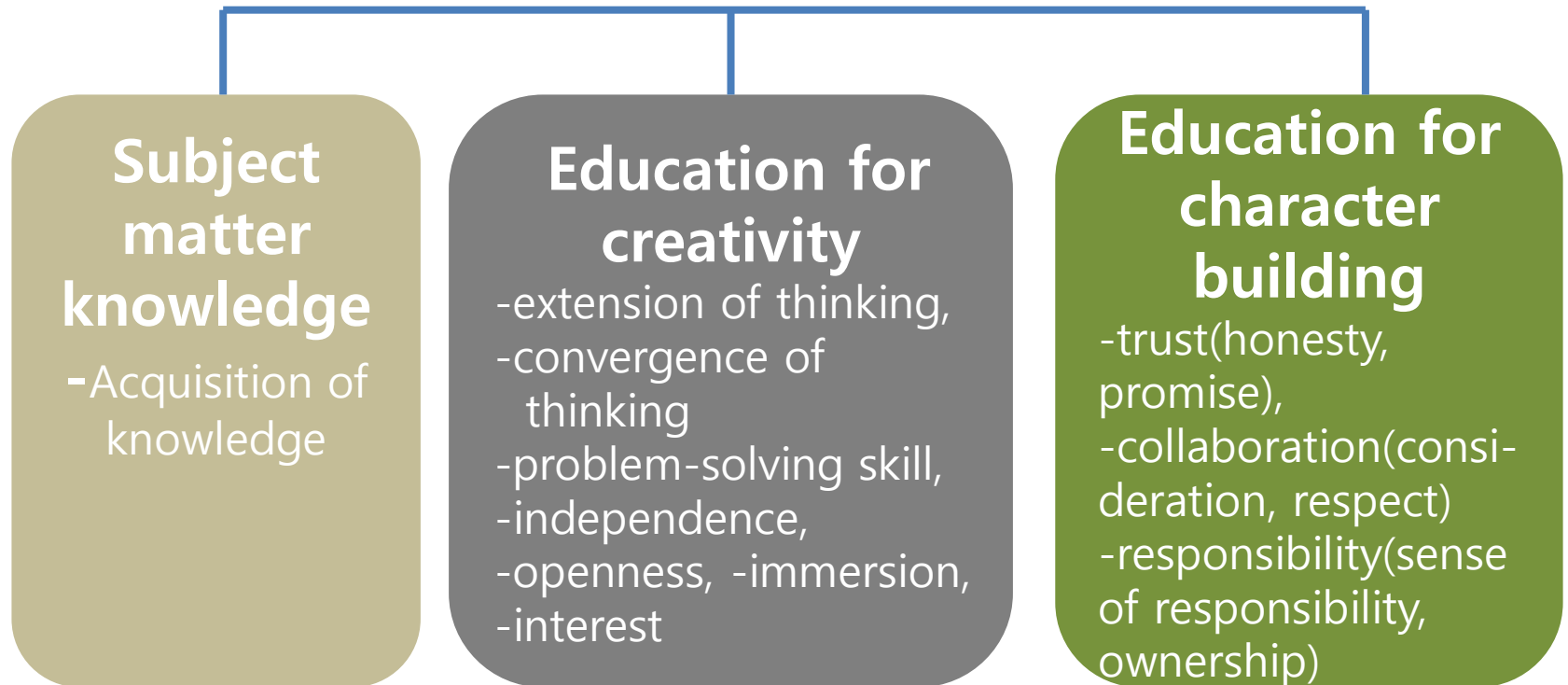
Issue 3. Criteria of curriculum for creativity

	creativity- passive method	creativity- active method
evaluation	<ul style="list-style-type: none"> -assessment for whether he/she remembers and recognizes what he/she studied -paper-and-pencil, short answer -correctness or not of the answers rather than reasoning -objective questions and standardized answers -validity: relevance of questions to curriculum 	<ul style="list-style-type: none"> -effective adaptation and use of knowledge -research, write, discuss, analyze verbally, collaborate -reasonable and improved answers, performances, elaboration of products -rating criteria -validity: possibility of adaptation to real world

Issue 4. Relation between Creativity and Character

Creative person needs character building education. So Korean Ministry announced new policy "creative and character building education" in 2008.

Creative and character building education model in Korea



Directions of the 2009 National Curriculum

Creativity and Character building is one of the main direction of the 2009 national curriculum revision.

Basic Direction of the Curriculum	Creativity and Character Building
Two Areas of the Curriculum	Subjects + Creative experiential activities
Organization of the Curriculum	Common curriculum: 9 Years (Elementary and Middle School) Elective curriculum: 3 Years (High School)

Characteristics of the 2009 National curriculum Guidelines

- Subjects cluster, years cluster in national curriculum for expansion of the autonomy of school curriculum
- Emphasis on creative and character education: Within curriculum(subjects and extracurriculum), Among curricula, and With Creative activities(within and out of the curriculum)
- Emphasis on physical education: Sports club activities

Classification		Years 1 to 3
Subjects (Clusters)	Korean Language	442
	Social Studies (including History)/Moral Education	510
	Mathematics	374
	Science/Technology & Home Economics	646
	Physical Education	272
	Arts (Music/Fine Arts)	272
	English	340
	Elective Subjects	204
Creative Experiential Activities		306
Total number of class hours		3,366

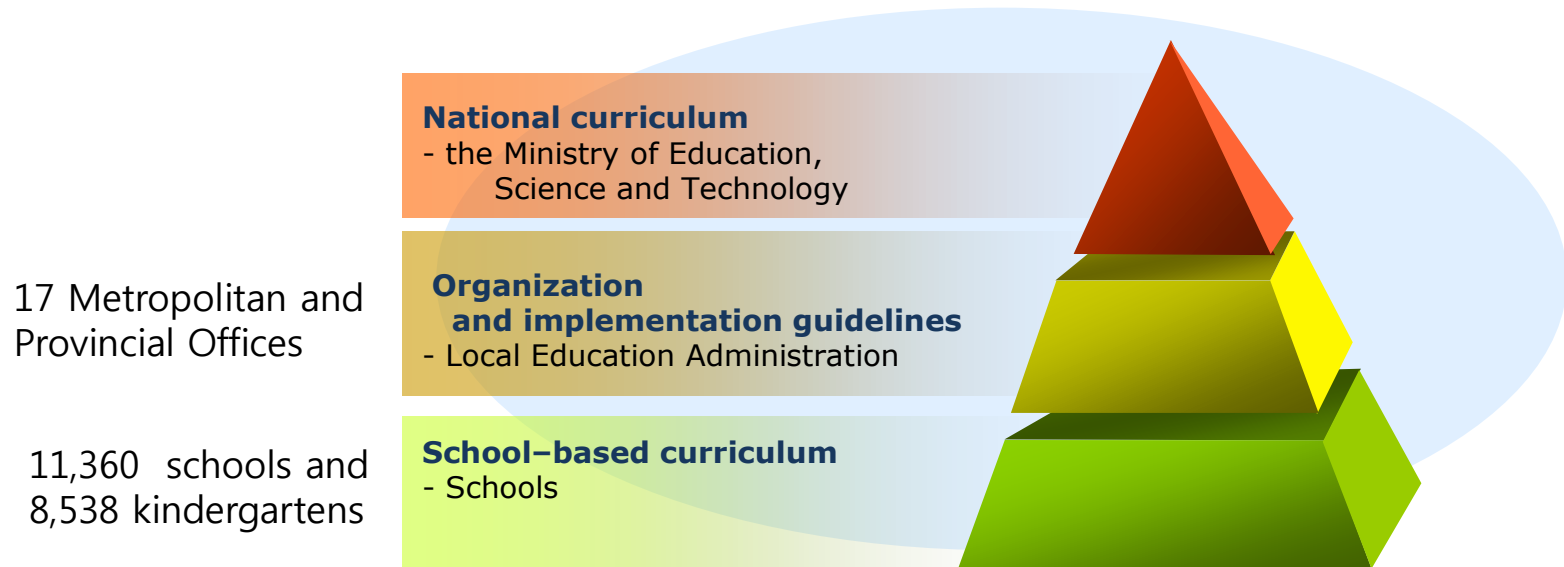
Figure. The Organization and Time Allocation in 2009 Middle school curriculum

Characteristics of the 2009 national subject curriculum

- (1) Direct and indirect method for creativity adaption: especially 'contents' selection and 'instruction and learning guidelines'
- (2) Curriculum for quality education
- (3) Achievement standards according to subject clusters and years clusters

Changes of local curriculums according to the 2009 curriculum

- The Role of the State, Regions, and Schools in the Curriculum in Korea



Changes of local curriculums according to the 2009 curriculum

- Expansion of supporting school curriculums, for example, curriculum consulting system

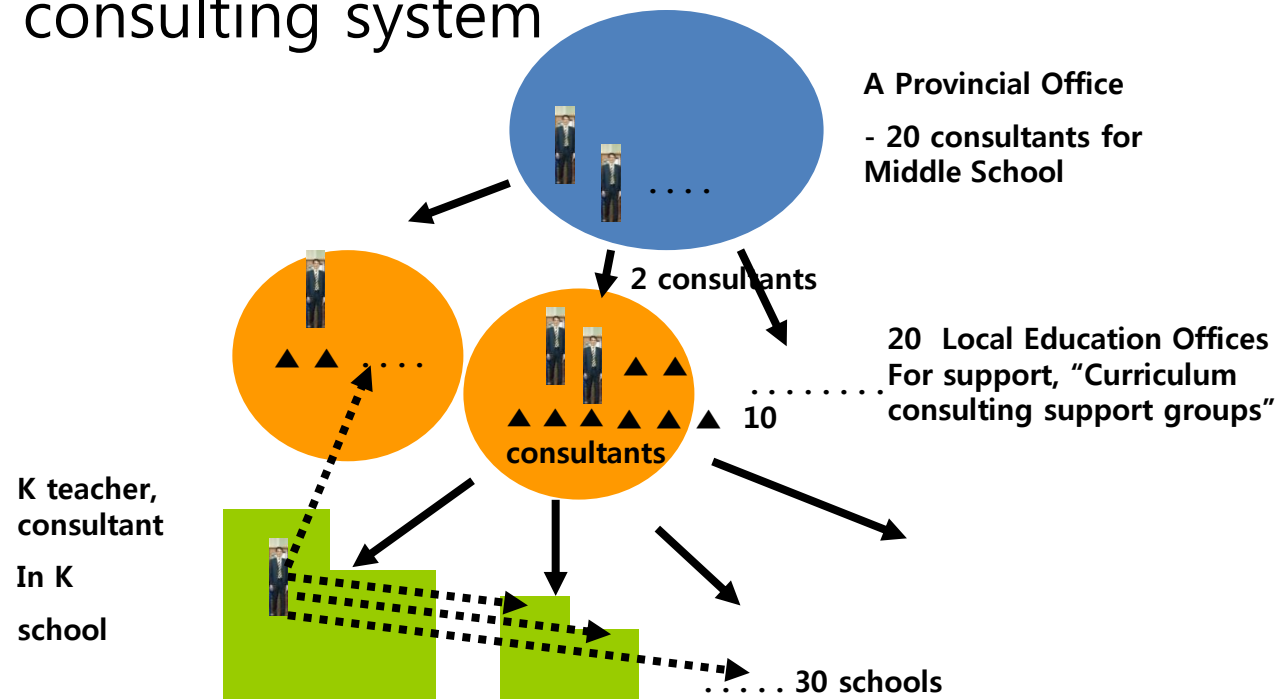


Figure. School curriculum consulting system in local administration

Changes of school-level curriculums

-Extent that the policies become embedded within the schools

(1) The policies spread nationwide.

(2) **Almost every students** are influenced by the national curriculum for creativity and character building education

(3) But not all teachers

Changes of school-level curriculums

- Characteristics of school curriculum in 2009 curriculum era

Changes due to many national policies- the 2009 National Curriculum Revision, excellent schools award policy- 'Excellent schools, diverse curricula', integrative education for creativity- 'STEAM initiative', and especially 'Autonomous and Advanced college admission'

- (1) More activities** within curriculums and after school programs
- (2) More participants** for after school programs
- (3) More career education programs** in Secondary schools

Barriers and stakeholders

Barriers to change

- School subject curriculum innovation(quality curriculum): more changes are needed
- Non creative teachers/researchers
- Some Teachers' Resistance to change

Positive Stakeholders

- Innovative principals
- Creative and devoted teachers
- Teachers' expertise, for example, master teachers

Testing systems change in 2009 curriculum era

1. Achievement Assessment within schools

The types of assessment tools and the grading methodology are tied to creative and character building education expansion policies. **Assessment based on constructed-response items and performance tasks** will be expanded to assess problem-solving ability and critical thinking while performance assessment takes into account the process and result of students' performance in classrooms.

The Ministry intends to improve the grading system. **KICE provides content standards and samples of performance level descriptions** to support achievement assessment by teachers.

Testing systems change in 2009 curriculum era

2. Examples of curricular accountability : National Assessment of Educational achievement

The National Assessment of Educational Achievement (NAEA) is conducted **annually as a tool for quality management** of school education achievements at the national level. Launched in 2000 as a sampling test, and in 2008, the NAEA was changed from a sampling test to a general test evaluating all the students in order to establish and reinforce the "support system for the improvement of basic academic ability." .

National Assessment of Educational Achievement

<Table> Subjects in the National Assessment of Educational Achievement

	Overall Test	Sampling Test
Elementary School (Grade 6)	Korean Language, Mathematics, English	Social Studies, Science
Middle School (Year 3)	Korean Language, Mathematics, English, Social Studies, Science	
High School (Year 2)	Korean Language, Mathematics, English	

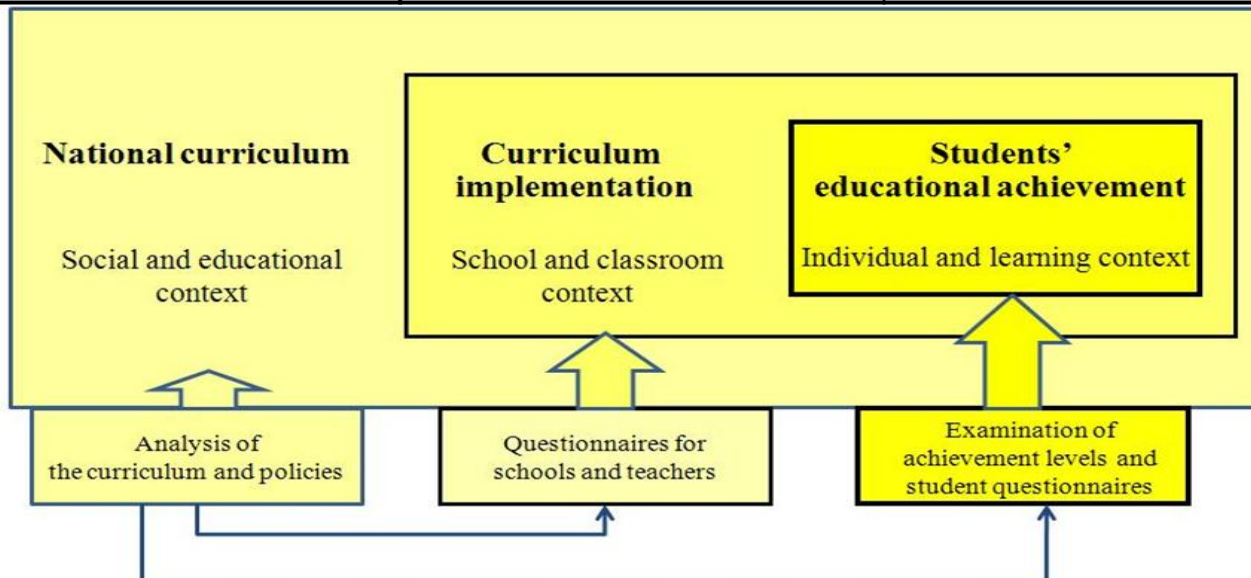


Figure . Assessment Model for the NAEA

Challenging and exploiting local culture and traditions

The Ministry support model schools and study groups for creativity / character education. It runs local creativity / character education for effective support, including training programs and consulting services, as part of nationwide creativity / character education campaign, along with forums to build educators' capabilities and raise their awareness.

The Ministry and institutions provide and help sharing information via internet for effective dissemination. They are Creativity/character education net(www.crezone.net), National Curriculum Information Center(www.ncic.go.kr), Basic academic skills Improvement site Kucu(www.basics.re.kr).

Thank you!