Redesigning Teacher Education Curriculum in the Era of Knowledge Society: A Collaborative Model
Focus of Study

1. Qualitative analysis of the design of a Teacher Education Curriculum in terms of

   • outcomes, content and process
   • a well defined teacher knowledge base, (grounded in the discipline and pedagogical content knowledge)
   • technology supported learning environments
Focus of Study

2. Development of a model for institutional collaboration in curriculum planning and designing which

- links policy to classroom practice
- establishes the relevant connectivity of the shared institutional goals/outcomes to both curricular and co-curricular programs
- promotes creative collaboration and engagement
Significant Outcomes of the PNU Experience

1. Outcomes Based Teacher Education Curriculum (OBTEC)

2. Collaborative MODEL for Designing a Teacher Education Curriculum
Knowledge at the very core of human development
Knowledge as key resource for economic growth
How success of individuals is related to their capacities for creativity, reflexivity and empathy.

How teachers can be educated to meet the knowledge society competency requirements.

How schooling and teaching can be reshaped into learning systems and organizations that respond to the pedagogical challenges of knowledge society.

Source: www.en.globaltalentnews.com
There is a need for a more responsive, innovative teacher education curriculum which will meet the demands and expectations of the knowledge producers required of knowledge society.
Knowledge Base for Teacher Education

- Content Knowledge (CK)
- Pedagogical Knowledge (PK)
- Pedagogical Content Knowledge (PCK)
- Technological pedagogical Knowledge (TPCK)

Source: 그렇다면 '신지식인'은 구체적으로 어떤 인간인지..
General Education outcomes include:

- Intellectual competencies such as critical, analytical and creative thinking and multiple forms of expression
- Civic capacities demanded of membership in the community, country and the world

Professional Education develops in the students an orientation to the teaching profession and education as a field of discipline to enable them to become reflective teachers.

Specialization Outcomes - The breadth and depth of understanding necessary to teach the discipline across levels with strong mastery of the content areas that students will be exploring with him/her. This includes disciplinal content, theories, methods of inquiry, and applied knowledge of the discipline.
The Development of the Outcomes Based Teacher Education Curriculum Model: The Bases

**Comparative Analysis of International Teacher Education Curriculum Standards**
- UNESCO Teacher Education Standards
- Bologna Accord
- Teacher Education Standards of High Performing Universities

**Comparative Analysis of National Teacher Education Curriculum Standards**
- National Competency Based Teacher Standards (NCBTS)
- CHED CMO 30s.2004/CHED CMO 52s2007
- PNU TEC 2005

**Content Analysis of the Basic Education Curriculum of the Philippines and other countries**
- Proposed K to 12 Basic Ed. Curriculum by DepEd
- Basic Education Curriculum of Countries in the ASEAN Region

**Comparative Analysis of Curricular Offerings of Teacher Education Curriculum in different local and international Universities**
- Articulation of Gen Ed. Courses of PNU and different universities
- Comparison of Professional Education course offerings of PNU and other countries
ASAIHL 2014 Conference

Monitoring and Evaluation

Curriculum Design

Framework Devt. by Specialization
- Social Sciences, Mathematics, Science, Languages, others

Curriculum Framework Development
- Overall TE Framework
- Framework of Gen Ed, Prof. Ed and Specialization

Curriculum Outcomes Framework Development
- Mission Vision Goals
- Institutional Outcomes
- Program Outcomes

Curriculum Review
- K-12 Curriculum of Selected Countries
- National and International Teacher Standards
- TE Curricular Offerings

Development of Course Syllabi/ ID
- Social Sciences, Mathematics, Science, Languages others

Development of Course Syllabi/ ID
- Outcomes
- Content and Delivery
- Assessment

Constructive Alignment- Matrix
- Outcomes
- Content and Delivery
- Assessment

Selection of Content and Delivery Mode
- What content develop the Outcomes
- What kind of knowledge and Skills
- What courses and how should they be delivered

Alignment of Outcomes- Matrix
- Institutional
- Program
- Specialization
- Learning

Program Delivery: Instruction
- Continuing Quality Improvement
- Authentic / Performance Assessment
- Face to face/ Blended Approaches and Strategies
- Constructivist principles

Program Delivery: Instruction
- Instructional Materials Development
- Web based
- Print
- CD others

Institutional and Faculty Collaboration
Insights and Lessons Learnt

On the Design of a Teacher Education Curriculum:

• Designing a Teacher Education Curriculum requires a well-defined teacher knowledge base. Curriculum must ensure that teachers should be grounded in the content of their own discipline (Content Knowledge), possess deep understanding of how the content will be taught (Pedagogical Content Knowledge) and how technology integration is made possible in teaching-learning (TPCK).

• The Teacher Education Curriculum must ensure the strong connectivity of curricular efforts between and among faculty, colleges and institutes centered around a shared institutional Outcomes. Curriculum Mapping and Constructive alignment of outcomes, competencies, content and learning strategies and delivery processes proved to be significant processes in the development of a relevant Teacher Education Curriculum.
Insights and Lessons Learnt
On Institutional Collaboration in Curriculum Development

• The more collaborative and participative the process of curriculum development, the more relevant and responsive the curriculum will be. Collaborative processes allow for discovery of certain gaps in the way curriculum is planned, developed, implemented and managed within and across the different levels (state, national and at the department/college level).

• The workshops, discussions and negotiations between faculty teaching the course and those from other disciplines, in their attempt to align their programs provided deeper understanding of how they can translate the outcomes to actual teaching-learning processes to eventually achieve the overall goals.

• As faculty worked together collaboratively they also learned together and consequently made them more grounded in curriculum development processes. Deeper understanding of the curriculum processes contributed to greater responsibility and accountability for the achievement of the over goals of the program.
The medium is the message

“Those who have learned to collaborate and improvise most effectively have prevailed.”

- Charles Darwin

Source: www.irewired.com