A case study of pedagogical approaches in the Republic of Korea

Kyungsuk Chang
16~18 October, 2013
UNESCO Bangkok, Thailand
Contents

I. Research Questions
II. Data Collection
III. Key Findings
IV. Recommendations
I. Research Questions

1. What are the prevailing pedagogical approaches used?
2. What are innovative practices among the existing pedagogical approaches which is found to be effective for learning?
3. What are some of the features of a pedagogical approach that responds to the changing learning requirements of the future?
II. Data Collection

1. Research Reports
2. Documents
3. Statistical Data
III. Key Findings

1. The traditional educational system

- memorization of subject knowledge
- knowledge transmitting
- paper–and–pencil test
- high and tough competition
2. Prevailing differentiated instruction

- reconstruction of the national curriculum
- meeting individual students’ needs
- level–differentiated instruction
- accommodating students’ needs, learning styles or interests
3. Prevailing paper-and-pencil tests

- multiple choices
- high-stake assessments
- norm-referenced assessment
- highly competitive
4. Innovative subject convergence

- multi-disciplinary
- STEAM (Science, Technology, Engineering, Art, Math) approach
- fostering students’ creative thinking
- improving students’ problem-solving skill
5. Innovative instructional strategies

- real-life problem solving
- cooperative learning
- project class
- meaningful learning
- responsibility for own learning
- acknowledging individual differences
- self-directed learning

- developmental
- criterion-referenced
- students’ participating in the assessment process
- being fed back in the learning process and making instructional decisions
- close link of curriculum, pedagogy and assessment
IV. Recommendations

1. Effective change and dissemination of innovative approaches
   - teacher training
   - collaboration network
   - school-based teacher development
   - continuing professional development
2. Innovation in the assessment

• process-oriented, developmental assessment
• changing high-stake examination system and bridging the gap between pedagogy and assessment
• developing alternative approaches to the assessment of non-cognitive skills
3. Decentralized pedagogical approaches

- teachers’ autonomy in making decisions on syllabus, materials and assessment
- support for diversified roles of teachers
- educational leadership
- working in collaboration with the community

Thank you!